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ABSTRACT

This manual and the accompanying videotape are designed to provide a practical way to teach social skills to all students in grades K-8, including students with disabilities, in the classroom and across other school settings. The strategy's collaborative approach was designed for general and special education teachers who are working with other school specialists such as guidance counselors, school psychologists, classroom aides, and librarians. The approach offers an instructional framework that can be adapted to fit any teaching style and classroom configuration, rather than a prepackaged set of curriculum lessons that must be strictly followed. It provides a method for infusing social skills into the school day, rather than adding on another subject. Teachers move through three phases as they implement the framework: curriculum planning, instruction and implementation, and student self control. Five instructional strategies are recommended: direct instruction, modeling, practice, social reinforcement or feedback, and self control. Following an overview of the social skills program, the manual discusses why social skills are critical to school success, explains the social skills intervention program on which this instructional framework is based (R. Rutherford and others, 1992), provides a facilitator's guide for leading a workshop on teaching social skills, and shows how the framework can be tailored to a whole classroom context. Recommendations are made for organizing training for implementing the program and troubleshooting issues that typically arise. Appendices contain activity handouts and blackline masters of overheads. The 60-minute videotape features teachers using the instructional approach in elementary classrooms. (Contains over 90 references.) (CR)

ED 403 694

A COLLABORATIVE APPROACH

Cynthia L. Warger
Robert Rutherford, Jr.

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SOCIAL SKILLS INSTRUCTION

EC305207

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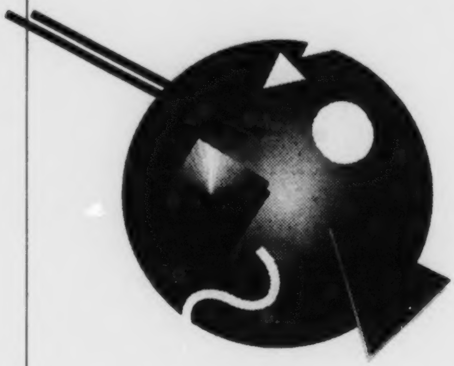

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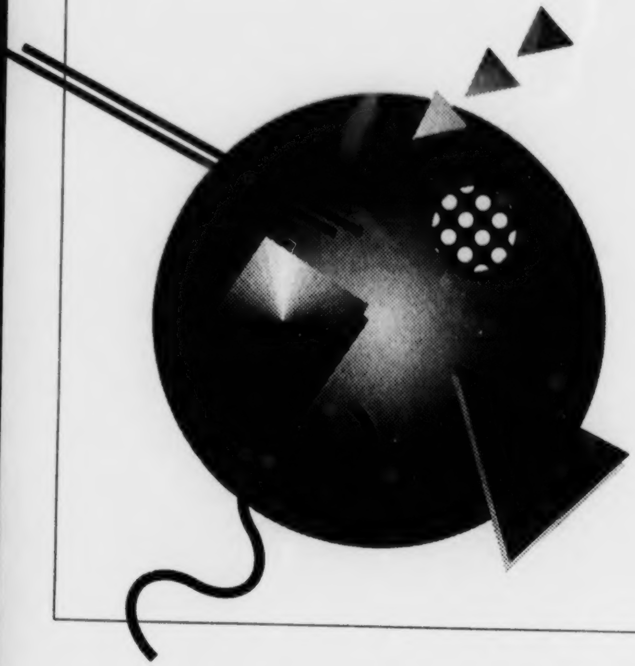
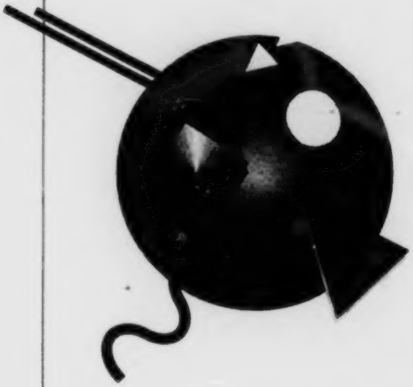
Chapter 1



Chapter 1



A Collaborative Approach to Teaching Social Skills

Ms. Avery and Ms. Jefferson co-teach as part of their school's inclusion initiative. For the most part, students who have recently been included are having difficulty participating in the center work. Repeatedly, Ms. Jefferson finds them sitting at their desks, engaged in off-task activities while the rest of the class are busy at work at one of the learning centers. When asked why they aren't working with their peers, the students in question typically respond that they don't know what they are supposed to be doing. Ms. Avery has done everything she can to ensure that the directions are clear and that the center activities are fun and motivating.

Mr. Livermore has just returned from a seminar on linking the curriculum to the community. He is enthusiastic about the possibilities for instruction in science. His first unit will have students grow plants in the greenhouse and then make those plants available to senior citizens. Keeping in mind the new science standards which encourage group work and problem solving, he begins to formulate cooperative teams. As he ponders the group composition, he becomes uncomfortable placing some students in groups with others. He knows from past experiences that some students have a difficult time getting along: They horde materials and make fun of students who are not as able.

A seventh grade team at Bryan Middle School have undertaken an interdisciplinary curriculum unit. As part of the unit, students are expected to engage in sustained study of a topic for a month. During that time, they are expected to research a topic and come prepared to debate the issues as a culminating event. The language arts teacher, Ms. Garcia, is concerned that students will be unable to fulfill the requirements for an oral presentation. Moreover, she has noticed that students rarely ask for assistance if they are having difficulty—a characteristic that could easily undermine their research task.

Kenisha has a difficult time making friends. She will sit alone during recess and put her head down when students are picking teams for physical education activities. In the classroom she never raises her hand, and when asked a direct question, responds in a whisper.

Listening, following directions, sharing resources, asking questions, solving conflicts—these are all skills that are critical for success in school, but also in daily life. They are critical to getting and keeping a job, for being included in community events, and in maintaining a high quality of family life. Every time we come into contact with another individual, our ability to use social skills will determine—to a great extent—our success in that relationship.

Unfortunately, we can no longer assume that students have the social skills necessary for success. Increasingly, students are coming to school without having learned basic social skills—and as a result, are finding it difficult to get along with their peers and adults in the school environment. Additionally, new curricular reforms are requiring students to learn core information in groups. Without basic social skills such as listening, following directions, waiting one's turn, using manners, seeking help appropriately—to name a few—our students will lose out on essential academics, and be denied positive learning experiences with their peers.

In addition, the less-than-successful adjustment of students with disabilities to the behavioral and social demands of least restrictive school settings has been related to the absence of effective social skills. When placed in inclusive educational settings, disabled students with social skill deficits tend not to be accepted by peers and teachers. Further, children with poor interpersonal skills do not generally outgrow their social deficits; rather, they are likely to develop more life adjustment problems. Research has linked deficits in social skills to academic underachievement, delinquency, poor self-concept, and other maladaptive processes, in addition to later life adjustment difficulties.

Taken as a whole, the professional literature offers ample rationale for encouraging social competence in all students, but particularly those students with disabilities or who are at risk for failure. Major reasons for providing social skills training can be summarized as follows:

- Some students need social skills training to derive maximum benefit from academic instruction.
- Social skills training can facilitate inclusion efforts, contribute to peer and teacher acceptance, and improve prospects for postschool employment success.
- Social skills training can facilitate some students' capacity for independent living and recruitment of adequate social support networks.

A Collaborative Approach to Teaching Social Skills is a program created by The Foundation for Exceptional Innovations. Designed for educators who are working together either on teams or as partners—such as classroom teachers, special education teachers, guidance counselors, school psychologists, special education aides, media and library specialists—the approach offers a practical way to teach social skills to *all* students in the classroom and across other school settings.

A Collaborative Approach to Teaching Social Skills offers educators a practical approach to teaching social skills by combining an instructional framework with a collaborative model. In this approach, social skills instruction serves as the technical content or intervention focus of collaboration. Social skills instruction lends itself well to collaboration. Due to the complex nature of social skill development and the primarily academic nature of most classrooms, students with social skill deficits place considerable demands on teachers. Working in a collaborative relationship can provide the teacher with needed support in an area that has traditionally been tough for classroom teachers to manage.

Because it is an instructional framework, ***A Collaborative Approach to Teaching Social Skills*** offers teachers total flexibility in planning and implementing lessons which are appropriate to their students. It provides teachers with an effective and easy method for infusing social skills into the school day, rather than adding on another subject. Teachers continue to make the critical decisions of what to teach and how best to teach it—so that the skills being taught have direct meaning in their classrooms and school.

A Collaborative Approach to Teaching Social Skills shows teachers how to teach social skills. There are three phases that teachers move through when planning and implementing the instruction:

- Curriculum Planning.
- Instruction and Implementation.
- Student Self Control.

During the first phase, teachers plan the curriculum. They determine what social skill they want to teach, as well as which students will be involved. In some cases, teachers will decide to target an individual student or small group of students who need individualized assistance. But in other cases, teachers will target the entire class—especially when the academic activities require social skill proficiency for participation.

Next teachers identify the specific behaviors—or steps—that make up the social skill that they will be teaching. This step is critical as it defines what teachers will be teaching and what students will be learning.

Once teachers have identified the skill they will be working on, they move into the second phase where they decide how to implement their instruction. They are free to use their own style and creativity in planning lessons—the only requirement is that they use the five instructional strategies which research and best practice have demonstrated to be critical to success:

- Direct teaching of the social skill steps.
- Modeling.
- Practice.
- Social reinforcement or feedback.
- Self control.

A Collaborative Approach to Teaching Social Skills uses the data-based program, ***Teaching Social Skills: A Practical Instructional Approach*** (Rutherford, Chipman, DiGangi, & Anderson, 1992), as the foundation for social skills instruction because it incorporates all of the above-mentioned best instructional practices. However, it should be noted that the collaborative model can be adapted for use with any social skills program. Additionally, we have chosen the ***Teaching Social Skills Program*** by Rutherford and his colleagues because it:

- Is a comprehensive instructional approach for remediating and developing positive social skills in elementary-aged students.
- Is intended to be implemented in general classroom settings, as well as in more specialized contexts.
- Does not require the teacher to "add-on" another subject area; rather, it focuses on incorporating the social skills instruction into the teacher's instructional repertoire of behaviors.
- Promotes generalization.

Everything you need to implement this approach is included in this manual.

Using the Training Materials

A Collaborative Approach to Teaching Social Skills is a professional development package that provides facilitators—teacher leaders, staff developers, consultants, administrators, and course instructors—with the tools to help educators working as a team or in a partnership teach social skills. The materials can be used by educators in a variety of contexts:

- Planning meetings for teams or pairs of teachers (e.g., grade level teachers; interdisciplinary teams; special and general education teachers; teacher assistance teams).
- School-based or district-based workshops and other staff development sessions.
- Teacher preparation courses.
- Individual teachers who choose to work through the materials.

A Collaborative Approach to Teaching Social Skills was designed for general education and special education classroom teachers who are working together or with other school specialists such as guidance counselors, school psychologists, classroom aides, librarians, and technology coordinators. It offers an instructional framework that can be adapted to fit any teaching style and classroom configuration, rather than a prepackaged set of curriculum lessons that must be strictly followed.

A Collaborative Approach to Teaching Social Skills was successfully field-tested in schools across the country as part of a Department of Education, Office of Special Education personnel preparation grant (#H029K3017293). Schools with a diverse population of students located in urban, rural, and suburban areas took part in the field-testing. Special education students with mild disabilities were also included. This facilitator's manual is an outgrowth of that work. It contains everything a facilitator needs to implement the program in a school: background information; training materials; training activities; and a videotape showing the program in action in Louisiana, New Mexico, and Arizona.

There are countless ways to organize a workshop for ***A Collaborative Approach to Teaching Social Skills***. A lot depends on your style, the characteristics of your participants, and the time frame. At a minimum, it takes the equivalent of two days to cover all of the topics. If you are conducting training, then expect to increase the amount of time to allow for practice and feedback.

The guide is organized around the following chapters:

- Chapter 2 introduces the model and presents background information. Use this chapter as an orientation to ***A Collaborative Approach to Teaching Social Skills***. Included are suggestions for introducing participants during a professional development event to teaching social skills.
- Chapter 3 explains the ***Teaching Social Skills Program***, by Rutherford, et al (1992), which was the social skills intervention program that we piloted with this framework. Refer to this chapter if you are interested in one-on-one small group intervention work.
- Chapter 4 offers suggestions for leading a workshop on the ***Teaching Social Skills Program*** presented in Chapter 3.
- Chapter 5 shows how the ***Collaborative Approach to Teaching Social Skills*** framework can be tailored to a whole classroom context. Included are suggestions for leading a workshop on the framework. Also, the components of the ***Teaching Social Skills Program*** are adapted for large group, preventive work. Refer to this chapter if you are interested in implementing the collaborative model in a classroom setting.
- Chapter 6 describes implementation. Included are suggestions for how to organize training as well as how to troubleshoot issues that typically arise.
- Appendices contain activity handouts and blackline masters of overheads.

Included is a videotape which shows the approach in action. The tape features teachers using the instructional approach in elementary classrooms. Video segments include:

- ***Introduction***: An overview of the approach and instructional components are presented (running time: 9 minutes and 54 seconds).
- ***Teaching Listening Skills—First Grade***: A classroom teacher and reading recovery teacher collaborate (running time: 6 minutes and 52 seconds).
- ***Teaching Waiting One's Turn - Third Grade***: A Co-teaching assignment (running time: 7 minutes and 38 seconds).
- ***Teaching Asking Questions - Third Grade***: A classroom teacher and counselor collaborate (running time: 5 minutes and 3 seconds).
- ***Teaching Conflict Resolution - Third Grade***. A classroom teacher shows how the approach can be implemented independently (running time: 5 minutes and 52 seconds).

- ***Teaching Following Directions - Second Grade***: A classroom teacher, special education aide, and technology specialist collaborate. (running time: 5 minutes and 24 seconds)
- ***Teaching Listening Skills - Fifth Grade***: A special education and general education teacher collaborate (running time: 3 minutes and 57 seconds).

These video segments are designed to be used during training activities. Rarely would you show them all at the same time; however, we suggest that as a facilitator you take some initial time to familiarize yourself with them.

Moving Ahead

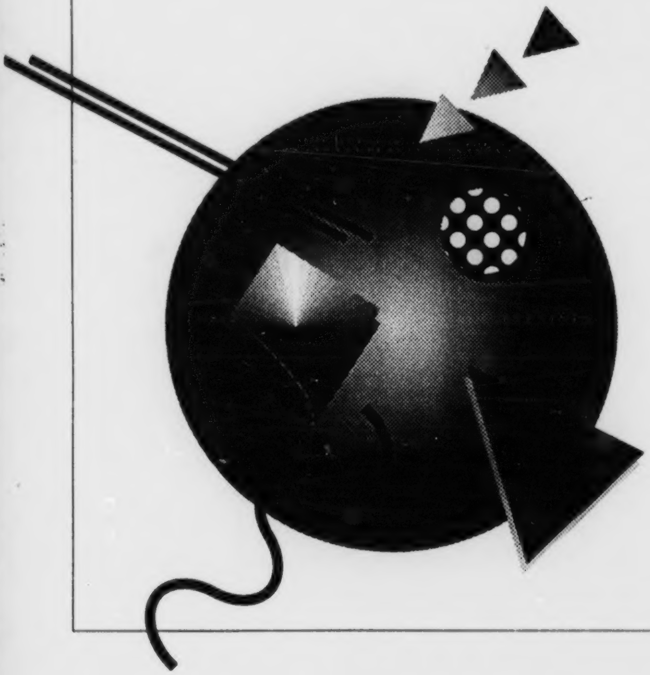
Educators are beginning to see the importance of teaching social skills—and the importance of building collaborative partnerships among instructional and support professionals to carry out the work. Across the country, educators are identifying and teaching social skills that are critical to their students' success. And what's more, they're finding that it doesn't require a lot of time, considerable preparation, or pre-packaged sets of materials. Rather they are discovering that the same instructional strategies that are used to teach reading, writing, and arithmetic, can also be used to teach social skills effectively.

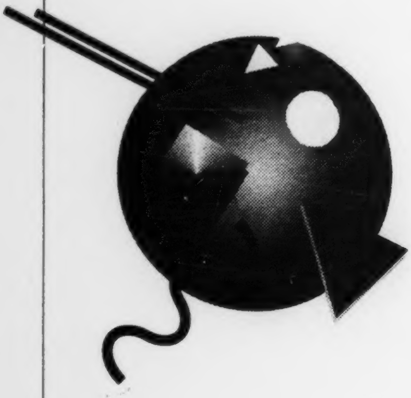
Before using ***A Collaborative Approach to Teaching Social Skills*** to plan your professional development, we suggest that you familiarize yourself with the materials. Keep in mind that these materials offer a way to get started in the area—in fact you might call them a "starter kit" because they provide a framework for teaching social skills.

Helping our students develop social skills is worth the effort. We've heard repeatedly from teachers across the country of the value of such an approach. The words of one teacher sum it up well:

> *I never thought that social skills could make such a difference. The students are proud of their new behaviors. And what's even better, they're learning more and enjoying it!*

Chapter 2





Chapter 2

Getting Started: An Overview

> *I believe that social skills are necessary for learning in the classroom.*
>
> *I believe that social skills are critical for school success—and life success. They are probably the most important things we can teach our children.*
>
> *I believe that students who display inappropriate behaviors have never been taught social skills.*

Ask classroom teachers what they believe about social skills and most likely you will hear variations of the above statements. Teachers understand the importance of social skills to school success, but need assistance in where to begin. This chapter provides you with:

- An overview of why social skills are so critical to school success.
- Background information concerning the collaborative foundation.
- A description of the framework for ***A Collaborative Approach to Teaching Social Skills***.
- Strategies for facilitators to use when introducing the topics and framework to educators.

Why Teach Social Skills?

Education takes place within a social environment. To be successful in school, students must demonstrate not only academic competence, but social competence as well. Students are expected, among other things, to behave and act appropriately, make friends and get along with others, solve problems and conflicts, make good decisions, communicate accurately, and hold an overall positive self-perception (Putallaz & Gottman, 1982).

Social skills are specific, identifiable, discrete, learned behaviors which produce positive social consequences in social situations. According to Gresham (1986), social skill can be viewed as part of the broader construct known as social competence. Social competence is an observer-based judgment about a person's social functioning, whereas social skills are specific behaviors that form the basis for socially competent behavior.

In a review of the social skills literature, Gresham (1986) identified three general definitions for social skills:

- Peer acceptance definition: Using a peer acceptance definition, children who are accepted by or who are popular with their peers in school and/or in community settings can be said to be socially skilled.
- Behavioral definition: This approach defines social skills as those situation-specific responses that minimize the probability of punishment contingent upon one's social behavior.
- Social validity definition: According to this definition, social skills are those behaviors that, within a given situation, predict important social outcomes for children.

Each of these definitions of social skills emphasizes social competence. The peer acceptance definition equates peer acceptance with social skill. The behavioral definition considers deficits or excesses in behaviors to be indicators of poor social skills. And, the social validity definition considers children to be socially skilled if specific social behaviors predict positive standings on socially important outcomes.

The Importance of Social Competence

Social competence is crucial for effective functioning in life. Social skills are viewed as part of the global construct of social competence. Social competence is a judgment-based evaluation about a person's social functioning, whereas social skills are specific prosocial behaviors that form the basis for socially competent behavior (Hops, 1983). Although there is great variability in how social competence and social skills are defined in the social skills literature, researchers have confirmed that social competence comprises a multitude of social skills.

Social incompetence is one of the major patterns of behavior that often leads to identifying children as disabled (Epstein & Cullinan, 1987). These children may not have the necessary prosocial skills to interact appropriately or may not be performing the skills at appropriate levels. Motivational and cognitive factors have also been found to be related to the effective use of prosocial behaviors. Very often, children with disabilities demonstrate lower rates of positive social behaviors, cooperative behaviors, and initiations of peer interactions than their nondisabled counterparts (Gresham & Reschley, 1989). Further, their lack of social competence leads children to increase negative social behaviors to gain attention. Children demonstrating inappropriate social behaviors generally maintain low peer acceptance over time (Coie & Dodge, 1983). Aggressive behavior, antisocial behavior, and other behavior problems in children are often results of social skills deficits (Howell & Morehead, 1987; Knapczyk, 1988).

Types of Social Skills

Social skills can be taught, and thus, are skills which we want students to demonstrate. ***A Collaborative Approach to Teaching Social Skills*** is an instructional approach which is concerned primarily with building the capacity within students to behave in socially appropriate ways.

There are two ways to approach selection of social skills:

- Identify critical classroom skills that contribute to successful adjustment as defined by the teacher and curriculum.
- Look at problem behaviors and ask what behaviors might ***replace*** them.

When selecting critical classroom skills, the goal is to analyze the requirements of the classroom and particular lesson for social skill prerequisites. For example, students need skills such as listening, following directions, waiting one's turn, and sharing materials simply to navigate the classroom milieu. Moreover, many new curriculum reforms require students to have prerequisite social skills (e.g., cooperation, sharing ideas, group problem solving, etc.) to access the curriculum.

When considering problem behaviors as an entry point to selecting social skills, the task involves identifying an appropriate behavior that could replace the inappropriate one. The emphasis, however, is on what you want the student to be doing—and not what you want stopped. For example, a student might repeatedly engage in fights. After observing the student's behavior, you might determine that the student lacks the ability to cope with peer aggression and seek to teach it. Note however, that social skills instruction does not supplant discipline or a classroom management system. You will still need those structures to be in place. What social skills instruction does offer is a long-term, preventive approach to building the student's capacity to behave in appropriate ways.

Implications of Social Skill Deficits: Focus on Students At-Risk for Failure

Although all students will, at times, demonstrate difficulty in social situations, the literature suggests that social skill deficits among students with disabilities is a critical area of concern (Cartledge & Milburn, 1983; Gresham, Elliot, & Black, 1987). The less-than-successful adjustment of students with disabilities to the behavioral and social demands of least restrictive school settings has been related to the absence of effective social skills (Cartledge, Frew, & Záharias, 1984; Gresham, 1982; Walker, 1984). According to Gresham (1982) and Hersh and Walker (1983), when placed in integrated educational settings, students with disabilities who have social skill deficits tend not to be accepted by peers and teachers.

Further, children with poor interpersonal skills do not generally outgrow their social deficits; rather, they are likely to develop more life adjustment problems (Michelson & Wood, 1980). Research has linked deficits in social skills to academic underachievement, delinquency, poor self-concept, and other maladaptive processes (Conger & Keane, 1981; Michelson & Wood, 1980). Social skill deficits have also played a prominent role in the identification of children as handicapped (Epstein, Kauffman, & Cullinan, 1985). For instance, Gresham (1986) has discussed the importance of social competence to the diagnosis of psychiatric disorders and mental retardation. Presently, there is much debate regarding whether or not the definition of learning disabilities should include social skill deficits as a specific learning disability (Gresham & Elliott, 1989).

In a review of the literature, Elliott and Gresham (1987) found that social skills correlate not only to overall adjustment, but also to later functioning in society. A body of research literature has accumulated which suggests that job termination and on-the-job difficulties among individuals with disabilities are, indeed, often associated with personal, social, and interpersonal characteristics rather than an inability to perform assigned tasks (Brickey, Browning, & Campbell, 1982; Chadsey-Rusch, 1986; Ford, Dineen, & Hall, 1984; Foss & Peterson, 1981; Greenspan & Shoultz, 1981; Hanley-Maxwell, Rusch, Chadsey-Rusch, & Renzaglia, 1986; Hastings, Hill, & Kindinger, 1983; Rusch, Mithaug, & Flexer, 1986; Salzberg, Likins, McConaughy, & Lignugaris/Kraft, 1986; Stowitschek & Salzberg, 1987). In fact, a recent study found that 71% of all problems encountered by workers with disabilities were related to work adjustment skills, a category that included social skills (Neubert, Tilson, & Ianacone, 1989).

Taken as a whole, the professional literature provides ample rationale for encouraging social competence in individuals with disabilities. Major reasons (Williams, Walker, Holmes, Todis, & Fabre', 1989) for providing social skills training can be summarized as follows:

- Some students need social skills training to derive maximum benefit from academic instruction.
- Social skills training can facilitate inclusion efforts, contribute to peer and teacher acceptance, and improve prospects for postschool employment success;
- Social skills training can facilitate some students' capacity for independent living and recruitment of adequate social support networks.

Linking Social Skills to Outcome Goals

In the last decade, considerable attention has been given to identifying relevant educational outcomes for children and youth in our nation. Beginning with ***A Nation at Risk*** in 1983, schools have been called upon by groups representing both public and private sectors to increase educational standards for **all** students. Generally, most educational reform agendas emphasize more rigorous content and increased academic standards for all students. Curriculum (subject area) reform agendas echo this emphasis by suggesting that school curriculum emphasize: (1) in-depth coverage of content, (2) students' abilities to think critically and creatively and to solve problems, (3) identification and integration into the curriculum of concepts that are connected across subject areas, (4) the raising of curriculum standards for all students, and (5) **students' abilities to work cooperatively together to solve problems and complete tasks** (Lewis, 1990; Newman, 1988; O'Neil, 1990).

Only recently have special educators begun to grapple with questions regarding whether or not special education students should be included in discussions of national goals and outcomes (Block & Haring, 1992; National Joint Committee on Learning Disabilities, 1991; O'Neil, 1988; Pugach & Warger, 1994; Roach, 1991). As the trend toward inclusion continues to gain momentum, with large numbers of students with mild disabilities receiving a significant portion of their education program in general education programs, and students with more moderate and severe disabilities increasingly being served in contexts side-by-side with their nondisabled peers, it is important to be aware of the outcome proposals as they relate to special education and to chart strategies that maximize learning for students with disabilities. Against this backdrop of an emphasis on outcomes, how can special educators ensure that students with disabilities attain school success?

Social skills, among other skills, are prerequisite to meeting world-class academic goals in general education programs. To participate in group lessons, to interact appropriately with peers to obtain, retrieve and analyze information, to collectively solve problems, and to engage in instructional formats such as cooperative learning and peer tutoring —to name a few of the curricular and instructional demands being placed on students in general education programs—requires the student to have mastered basic social skills. In fact, researchers at the National Center on Outcomes (Ysseldyke, Thurlow, & Shriner, 1992), with the assistance of leaders in special education, have developed a model of important educational outcomes for students with disabilities. In their model, social and behavioral skills are a core educational outcome. Additionally, they have identified certain indicators of social and behavioral skills, which include. initiating and maintaining positive social interactions; having appropriate interests that occupy free time; engaging in productive group work and group decision making; following class and school rules; accepting individual differences (National Center on Educational Outcomes, 1992).

While social skills, such as those identified by the National Outcomes Center, have traditionally been taught directly in special education programs (Sabornie & Beard, 1990), formal social skills training has traditionally received little emphasis in the general school curriculum (Cartledge & Milburn, 1983; Morse, 1985). Indeed, although children are expected to emerge from their schooling socially competent, relatively few—if any—efforts are undertaken to ensure that outcome.

When social skills have been seen as part of general educational programming, it tends to be in the context of behavioral **control** or discipline, separate from academic learning. It is a sad commentary on the educational system that, even though lack of discipline (second only to the use of drugs) was identified as the second biggest problem facing public schools (Elam & Gallup, 1989), emphasis on social skills training continues to be almost nonexistent in reform efforts. Yet, as some researchers have convincingly argued, both academic and social skill learning are governed by the same principles of learning and respond to similar interventions (Kaplan, McCollum-Gahley, & Howell, 1988).

Training in social skills should be an essential component of educational programming for children with disabilities. Schools need to incorporate the teaching of appropriate socialization skills to promote children's prosocial effectiveness. The focus of social skills instruction should not be on teaching isolated social skills, but on promoting the overall adequacy of social skills repertoires of children across all of the settings that they enter into on a regular basis (Carter & Sugai, 1988; 1989).

There is a need for an instructional approach to social skill development that can be incorporated into the general education classroom teacher's normal routines. Such an approach is valuable because it is not just another add-on curriculum. With such an approach, teachers could support students' learning throughout the day in the context of academic-subject learning and other typical classroom activities.

The *Teaching Social Skills Program* (Rutherford, Chipman, DiGangi, & Anderson, 1992) is one such program. The *Teaching Social Skills Program* is designed to assist special and general education teachers in remediating social behavioral problems in inclusive settings. This approach is based upon three key assumptions:

- All students can learn social skills given effective instruction. Children can be taught social skills just as they can be taught content area subjects such as mathematics, science and language arts.
- Social skills instruction is effective when approaches are chosen that are tailored to meet the student's individual needs.
- Teaching the student to "produce" social behaviors is not sufficient. The focus of social skills instruction must be on the generalization of learned social behaviors across settings, times and behaviors.

A major strength of the *Teaching Social Skills Program* is that it is designed to be implemented in general classroom settings, as well as in more specialized contexts. It does not require the teacher to "add-on" another subject area; rather, it focuses on incorporating the social skills instruction into the teacher's instructional repertoire of behaviors. The approach cuts across disciplines and becomes a way of interacting with the student to promote social skill development and maintenance.

How do schools get to the point where general educators feel comfortable addressing the social needs of their students? How can special educators support these efforts? One viable approach places social skill training within a collaborative framework.

A Collaborative Foundation

Over the last decade, school districts, state education departments, and researchers alike have embraced collaborative structures in schools as a means of enhancing teacher effectiveness in serving students with learning and behavioral difficulties, supporting the application of teacher training, and creating a collegial culture in school buildings (Friend & Cook, 1990; Loucks-Horsley, Harding, Arbuckle, Murray, Dubea, & Williams, 1987). By establishing partnerships that focus on social skills, educators together can create a meaningful framework for addressing social skill deficits from both a preventive and corrective perspective, with the ultimate goal being better accommodation of diverse student learning needs. Typically, social skills training is not the focus of general education programs, nor is it the focus of collaborations between special and general educators. Yet, for social skill training to be meaningful and lasting, attention must be given to generalizing the social skills into all settings—especially that of the general classroom. Thus, a collaborative relationship can be the support they need to apply new skills in the classroom.

Collaborative Partnerships: A Vehicle to Address Social Skill Training

The current climate in general and special education has required a rethinking and an expansion of teacher roles and responsibilities. With emphasis being placed on providing students with disabilities access to general education placements and curricular programs, special education teachers and other support personnel are increasingly being called upon to form professional partnerships with general educators. General educators are forming teams to troubleshoot classroom problems, calling upon other specialists as needed. While these partnerships might vary in terms of their purpose, they all have in common one important ingredient: special educators, educational specialists, and general education teachers are expected to **collaborate** with one another.

In special education, collaboration is seen primarily as a viable service delivery model that can both prevent the need for special education, as well as facilitate inclusion of students with disabilities in general education programs. Through collaborative partnerships between general and special teachers and other specialists, teachers are finding new ways to teach students with special needs and who are at risk for failure. In other words, collaborative partnerships—whether they be in the form of prereferral intervention teams (Graden, Casey, & Christenson, 1985; Zins, Graden, & Ponti, 1989), "Mainstream Assistance Teams" (Fuchs & Fuchs, 1988; Fuchs, Fuchs, Gilman, Reeder, Bahr, Fernstrom, & Roberts, in press), teacher consultants (Haight, 1984; Huefner, 1988; Idol, Paolucci-Whitcomb, & Nevin, 1986; Miller & Sabatino, 1978; Nelson & Stevens, 1981; Pugach & Johnson, 1988; Tindal, Shinn, Waltz, & Germann, 1987), cooperative or co-teaching partnerships (Bauwens, Hourcade, & Friend, 1989; Neubert & Bratton, 1987), teacher assistance teams (Chalfant, VanDusen, Pysh, & Moultrie, 1979, or peer collaborators (Pugach & Johnson, 1988)—are used to solve problems.

In ***A Collaborative Approach to Teaching Social Skills***, social skills instruction serves as the technical content or intervention focus of the teacher collaboration. Collaboration has the following characteristics:

- Collaborators have equal roles.
- The collaborative partnership is voluntary.
- There is an emphasis on problem solving.
- While many problems can be solved short term, the focus of the relationship is on ensuring long term outcomes.

Social skills training lends itself well to collaboration. Due to the complex nature of social skill development and the primarily academic nature of most classrooms, students with social skill deficits place considerable demands on teachers. Working in a collaborative relationship can provide teachers with needed support in an area that has traditionally been tough for them to manage.

Collaboration offers a viable format through which to deliver social skills training, build generalization strategies into the program from inception, and assess treatment outcome (Maag, 1992). Through collaborative consultation, practitioners are offered a method for broadening their understanding of students' social behaviors and increasing their ability to apply appropriate interventions (Miezitis & Scholten, 1990). Additional advantages of using a collaborative model to deliver services related to social skill development include: its behavioral, problem-solving emphasis; its indirect form of service delivery, which allows persons in the natural setting to be the primary instructional agents; and its use of multisource, multimethod data collection procedures (Sheridan & Elliott, 1991).

A particular advantage of focusing on social skills in a collaborative consultative relationship, rather than just simply training participants in a particular approach, is that attention can be given to collecting functional performance based assessment data and targeting socially valid behaviors—two aspects of instruction which research has shown often get side-stepped, leading to less than optimal outcomes (Gresham & Elliott, 1984; Kendall & Morrison, 1984; Maag, 1989). Another advantage of incorporating the social skills training into a collaborative model is that immediate feedback on implementation is available and shared, unlike most traditional, off-the-shelf types of training events where there tends to be no follow-up, let alone follow-up with students with disabilities and others who are tough to teach. Having a trained special educator on the collaborative "team" enhances the potential impact of the intervention training on students with disabilities.

To summarize, ***A Collaborative Approach to Teaching Social Skills*** is built upon the following premises:

- Social skills are fundamental to success in the general education program and warrant particular attention being paid to students who are lacking in such skills.
- Teachers in general education programs, overwhelmed with current curriculum mandates, resist (and rightfully so) suggestions to add a social skill curriculum to an already packed day.
- For social skills training to be effective, even if it occurs in a pull-out setting, it must be generalized into all of the settings in which the student participates.
- A supported approach, which teams educators in a collaborative relationship to implement social skills as part of the teacher's daily instructional practice, has the highest probability for success.

Need for Training in Collaboration Skills

The collaborative model assumes that teachers and specialists will be working or have the opportunity to work as teams. To undertake the implementation of a collaborative model, or even to apply collaborative practices informally in a particular school building, teachers and support personnel must have certain skills and abilities. Collaboration requires proficiency in two types of skills: interpersonal process skills and technical skills of effective instruction for students with special needs (Idol & West, 1987; West & Cannon, 1988).

Training in collaboration skills is imperative to success. Teachers need a model or framework that everyone understands and has skills for executing. Even in cases where certain individuals are perceived to have collaborative problem-solving skills, there is still a need for teachers to learn how to take joint ownership for problems and solutions, engage in joint decision making, and share responsibility for implementing interventions.

In some schools, collaborative partnerships are already the norm. Typical collaborative structures that lend themselves well to ***A Collaborative Approach to Teaching Social Skills*** include:

- Teacher collaboration.
- Prereferral teams.

- Cooperative or co-teaching.
- Professional problem sharing teams.
- Interdisciplinary teams.
- Curriculum planning teams.
- Grade level planning teams.

Moreover, school-based supports have been allocated to support collaborative practices. At a minimum these supports include:

- Time for planning, meeting, and implementing new approaches.
- Teacher decision making authority: Carrying out decisions, shared scheduling, shared students, realistic case loads.
- Administrative support: Human and fiscal resources, sanctioning, incentives.

In many cases, educators already have the skills and supports necessary for positive collaborative relationships. However, in others this might not be the case. We have found that in those cases where collaborative practices are not the norm, the facilitator will need to devote sufficient time to creating a supportive context.

The collaboration training model adapted for use in ***A Collaborative Approach to Teaching Social Skills*** is ***Strategies for Teacher Collaboration*** (Aldinger, Warger, & Eavy, 1991). The training package assists school professionals in how to form and maintain collaborative, problem-solving relationships with teachers. ***Strategies for Teacher Collaboration*** walks trainees through a generic problem solving model that has been tailored to reflect typical problems faced by teachers who work with difficult-to-teach students. A key component of the ***Strategies for Teacher Collaboration*** approach is the attention it gives to how collaboration can be undermined at each stage in the problem-solving process. The training materials lay out typical forms of consultee (i.e., the teacher) resistance and the resulting interpersonal "traps" that, if left unchecked, can make consultation nonproductive. These interpersonal traps and accompanying forms of resistance reflect the literature base on collaboration (see for example, Abidin, 1975; Fine, Grantham, & Wright, 1979; Friend & Bauwens, 1988; Hughes & Falk, 1981; Johnson, Pugach, & Hammitte, 1988; Margolis & McGettigan, 1988; Meyers, 1981; Phillips & McCullough, 1990; Pugach & Johnson, 1989; Pugach & Johnson, 1990).

A particular strength of using the ***Strategies for Teacher Collaboration*** training model is that it presents a process framework rather than a prescriptive model. The process skills can be applied to any service delivery model which is based on collaboration—teacher consultation, prereferral teams, etc. Thus, target school districts have more flexibility in applying this model to their school program, as it can be used to support and enhance current and/or preferred structures.

Summary

A Collaborative Approach to Teaching Social Skills sets a new course by placing social skills development at the center of deliberations regarding how practicing teachers can improve educational achievement for students who currently have difficulty learning in school. The framework holds that social skills are an important outcome for all students, including those with disabilities, and, therefore, must be addressed in the general education program. The project is consistent with the national education goals and also responds to the recent challenges calling for special educators to take a leadership role in meeting the needs set forth in America 2000 (America 2000 Plan, 1992).

Change is never easy, but it is much harder to garner support for substantial changes such as those involving the school organizational structure and the curriculum (Hord, Rutherford, Huling-Austin, & Hall, 1987). Both ***Strategies for Teach Collaboration*** and the ***Teaching Social Skills Program*** reflect commonsense thinking about how public schools can incorporate change into their programs.

Social skill deficits represent one of the most pressing concerns for educators. And thus, improving or eliminating social skill deficits can be considered an important educational goal. Compatibility with existing goals is directly correlated to innovation adoption and implementation (Tornatzky & Klein, 1982). Further, there is strong consensus that, for change to be successful, it must have the involvement and ownership of those expected to carry it out (Imber & Duke, 1984). From our perspective, we have found that practitioners are more receptive to thinking about social skills in the context of academic instruction and standard classroom routines than apart from academic outcomes. In ***A Collaborative Approach to Teaching Social Skills***, there is a direct link between the goals for which they have responsibility (e.g., student achievement) and the goals which the innovation serves to support.

A Collaborative Approach to Teaching Social Skills: Framework

A Collaborative Approach to Teaching Social Skills offers teachers total flexibility in planning and implementing lessons which are appropriate to their students. It provides teachers with an effective and easy method for infusing social skills into the school day, rather than adding on another subject. Teachers make the critical decisions of what to teach and how best to teach it—so that the skills being taught have direct meaning in their classrooms and school.

A Collaborative Approach to Teaching Social Skills shows teachers how to teach social skills. There are three phases that teachers move through when planning and implementing the instruction (see Figure 1):

- Curriculum Planning.
- Instruction and Implementation.
- Student Self Control.

During the first phase, teachers plan the curriculum. They determine what social skill they want to teach, as well as which students will be involved. In some cases, teachers will decide to target an individual student or small group of students who need individualized assistance. But in other cases, teachers will target the entire class—especially when the academic activities require social skill proficiency for participation.

Next, teachers identify the specific behaviors—or steps—that make up the social skill. This step is critical as it defines what teachers will be teaching and what students will be learning. At this time teachers also determine how they will conduct performance based assessment.

Phase 1: Develop Curriculum
- Identify Social Skill to be Taught
- Define Social Skill as Observable Behavior
- Determine Performance Based Assessment

Phase 2: Plan and Implement Instruction
- Directly Teach the Social Skill
- Provide for Application

Phase 3: Self Control
- Student Monitors, Evaluates, and Provides Self-Reinforcement
- Evaluate Instructional Success

Fig. 1. ***A Collaborative Approach to Teaching Social Skills Framework***

Once teachers have identified the curriculum outcomes, they move into the second phase where they decide how to teach the identified social skill. There are two stages of instruction: introduction and direct teaching of the social skill; and application. They are free to use their own style and creativity in planning lessons and organizing application opportunities—the only requirement is that they use the five instructional strategies which research and best practice have demonstrated to be critical to success:

- Direct teaching of the social skill steps.
- Modeling.
- Practice.
- Social reinforcement or feedback.
- Self control.

During the first stage of introduction and direct teaching of the social skill, teachers are expected to clearly present the steps. There are no surprises or secrets—students should know the steps they are expected to learn. Teachers use modeling and feedback at this time. Students are also given a chance to practice performing the steps.

Teachers are free to present their introductory lesson any way that they choose. The same elements of effective instruction that are used with academic content work equally well with social skills instruction.

During the application stage, teachers identify naturally occurring opportunities in the school day for students to practice their newly learned social skill. For example, if teachers are working on listening skills, they will note all of the opportunities throughout the day in which students are expected to listen. They will build in time to review the listening steps, model the steps, and give positive reinforcement.

Some teachers have suggested that this second stage requires them to think on two levels. On one level is the actual lesson or activity in which students are participating. On the other level are the social skill prerequisites that underlie successful participation. Attention to both of these levels is critical in supporting student learning.

The final phase is self control, during which students take over responsibility for their behavior. They monitor, evaluate, and reinforce themselves for demonstrating their newly learned skill. This is a critical phase for students because mastery here enables them to generalize their social skills to other settings and with other individuals.

This instructional framework can be used either when targeting an individual student or small group of students for intervention purposes, or when teaching a social skill to an entire class to increase learning outcomes. While there will be subtle variations, the basic framework still holds. In Chapter 3, we provide a detailed description of adapting the model for intervention purposes, as in the case of teaching replacement behaviors. Refer to this chapter (and Chapter 4) if you are concerned with using social skills as part of a behavioral intervention plan. In Chapter 5 we focus on using the framework as a preventive approach to building critical classroom skills. Refer to this chapter if you are integrating social skills development into your instructional program.

Facilitator's Guide: Conducting the Orientation

In the orientation, it is important to address the following learning goals:

- Elicit prior knowledge about social skills and motivate participants.
- Provide background information on the rationale for social skills instruction and the underlying principles of ***A Collaborative Approach to Teaching Social Skills.***
- Introduce the framework for ***A Collaborative Approach to Teaching Social Skills.***

We expect that facilitators will use their own style and preferences when designing professional development activities. To support your planning and program development, we have included a selection of activities that we have found successful in our field-testing. Use the following suggestions as you choose.

Elicit Prior Knowledge and Motivate Participants

The purpose of this segment is to orient your participants to the topic of teaching social skills. Some facilitators conduct this portion of their professional development session by simply having people introduce themselves and state why they are present. Additional activities for your consideration follow:

> **What I Think...** *This activity works well with a large group. Pass out index cards and have individuals write one of their strongest beliefs about social skills instruction on their cards. On the flip side, have them write one of their major concerns about undertaking social skills instruction. Once participants are finished, have them pass their cards around the room, giving others a chance to read them. Discuss reactions.*
>
> *A variation of this activity is to have participants write on the flip side of the card something that they believe but fear would be considered politically incorrect. Another variation which works well with people who know each other is to have participants pass their cards up to you when they are finished. As you read the statement, ask the*

group to indicate agreement with the statement by standing up (or raising their hands).

Word Generation. *Write the words* **social skills** *down the side of an overhead or chart paper. Ask the group to elicit words related to social skills that start with each of the letters.*

Scavenger Search. *In this activity, participants search for people who share similar beliefs. Have individuals write down on a sheet of paper the 10 social skills that they think are the most important. Once they have completed their lists, ask them to circulate around the room and find individuals who share their beliefs. Have them write down the individual's name next to the social skill. Debrief.*

Web. *Use the web as a graphic organizer. Write social skills in the center of the web. As participants free associate, draw "spokes" from the center. Should statements relate to something that was previously said, connect it on the web. At the conclusion of the activity, ask participants to reflect on what they know about social skills. Prompt them by asking them to identify any big ideas or overarching concepts that are associated with social skills.*

Rationale for Social Skills Instruction

Assuming that you elicited a number of reasons supporting social skills instruction in your opening orientation, you can move into a brief discussion of the rationale for social skills training. At a minimum, plan on covering the following points (a blackline master is found in Appendix A):

Some students need training to derive maximum benefit from academic instruction.

- *Classroom rules and procedures.*
- *Academic lessons and activities.*

Competency in social skills is linked to:

- *Peer and teacher acceptance.*
- *Post school employment success.*
- *Independent living.*
- *Increased inclusionary placements.*

Relate the beliefs of your group to these facts.

Make a transition to ***A Collaborative Approach to Teaching Social Skills.*** Explain why a collaborative model is so useful to implementing social skills instruction in the school setting. At a minimum, plan on covering the following points (a blackline master is found in Appendix B):

- Social skills are fundamental to all aspects of school success and therefore are everyone's responsibility. Consistency is key.
- Learnings must be generalized across settings and individuals.
- It is unrealistic to add social skills to the curriculum and expect the same results that could be achieved if instruction were integrated throughout the day by all professionals who have contact with the students
- Performance based assessment can be streamlined with multiple observers.
- Input from several sources increases the probability that socially valid behaviors will be targeted.
- Feedback can be given more often.

Ask the participants, if you don't already know, how many are working on teams or in partnerships (the blackline master in Appendix C can be used for this discussion). Discuss if and how social skills has come up in deliberations in those groups.

Defining Social Skills

The next training segment should focus on defining social skills. While some facilitators like to jump right into a definition (see Appendix D) others prefer to elicit input from the participants first. An activity that can be used to build on the collaborative aspects of defining social behavior follows.

Ask participants individually to write down their three "top" or most important social skills. Once they have completed that step, ask them to get with a partner, share their lists, and decide on the top three social skills between them. Instruct the participants to fully explain their lists. When the group has completed that step, debrief by having them report out their lists. As the collaborators share their top three, ask them to be specific in their definitions. Some facilitators like to sort the participants' social skills into the two categories of "critical classroom skills" and "peer-to-peer social skills" as they are being offered (see Appendix E for a blackline master). Other facilitators prefer to review each social skill that is offered in terms of the definition.

At this initial stage, participants tend to define social skills as problem behaviors. They will describe the so-called skill as something which they don't want. As a facilitator it is important that you always redirect such statements to the positive. Ask them what they want the student to do or what they expect the student to do. In an instructional model, the emphasis is always on developing a skill.

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Introduce Framework for *A Collaborative Approach to Teaching Social Skills*

There are three phases that teachers move through when planning and implementing the social skills approach (see Appendix F for a blackline master):

- Curriculum planning.
- Instruction and implementation.
- Student self control.

Review these briefly with the participants.

At this point, it is helpful to show the videotape segment, ***Introduction to a Collaborative Approach to Teaching Social Skills***. As they watch the video, ask participants to pay close attention to the instructional strategies that are highlighted (see Appendix G for a blackline master):

- Direct teaching.
- Modeling.
- Social reinforcement/feedback.
- Practice.

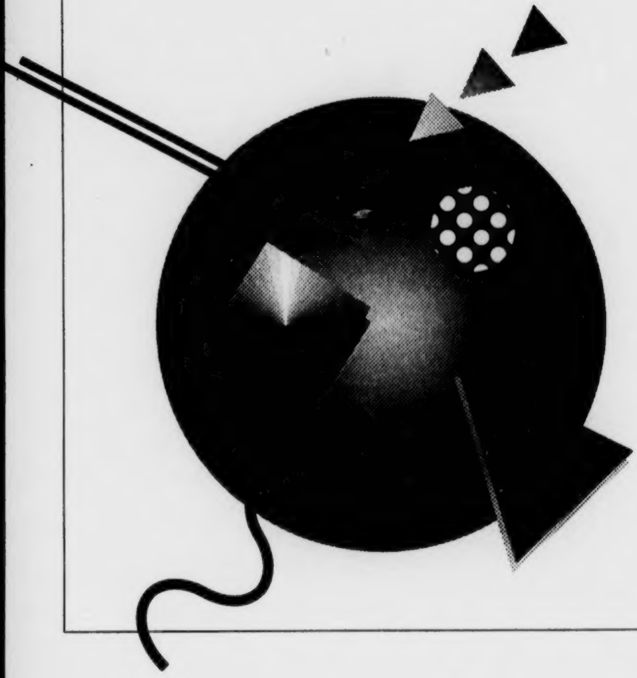
After the videotape segment is completed, debrief with the participants. Ask for their reactions to the framework.

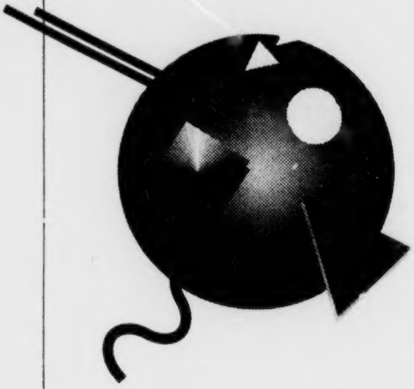
Moving Ahead

In the next chapter, the ***Teaching Social Skills Program*** (Rutherford et al, 1992) is described in detail. As was previously pointed out, it is one of many programs currently on the market for teaching social skills (for a comprehensive annotation of nearly two hundred programs, see Alberg, Petry, Eller, Warger, Cook & Cross, 1994). ***Teaching Social Skills*** is an excellent example of how an instructional program designed to teach social skills reflects all of the instructional components identified in the research and sound practice as critical to success. Although the focus of the ***Teaching Social Skills Program*** is on intervention—that is, using social skills as replacement behaviors or to compensate for social skill deficits in individuals or small groups of students—the basic principles can be applied to general education classroom lessons where the emphasis is on preventive skill building. Chapter 4 presents recommendations for presenting the ***Teaching Social Skills Program*** to a group of educators.

Chapter 5 describes how teachers are implementing ***A Collaborative Approach to Teaching Social Skills*** with large groups of diverse learners as part of regular classroom instruction. Suggestions for sharing the strategies with educators during professional development events are included. If you are seeking ideas for implementing the framework into your instructional program, you might consider starting here.

Chapter 3





The *Teaching Social Skills* Program

The ***Teaching Social Skills Program*** (Rutherford et al, 1992) is designed to help special and general educators remediate social behavior problems by teaching specific social skills which lead to student social competence. The ***Teaching Social Skills Program*** is based upon three key assumptions:

- All students can learn social skills given an effective curriculum and effective instructional techniques. We can teach social skills just like we teach mathematics, reading, and language arts; that is, a social skills curriculum can be successfully implemented if it is tied to effective instructional strategies.
- Social skills instruction is effective when approaches are chosen that best meet the student's individual needs. While the ***Teaching Social Skills Program*** provides a guide to teaching social skills, it is not a "cookbook" that will work with all children without attention to their individual strengths and needs. Applying social skills training in the absence of a thorough assessment of the student's social skills and social deficits does not ensure that the skills will be maintained over time—nor will it ensure that the skills will transfer to other settings and situations.

- Social skills, once learned, must be generalized across time and settings. Merely bringing students to a level where they "produce" social skills is not sufficient to guarantee that the student will continue to demonstrate these skills in another classroom or outside of class, the next day or next month, or that related social behaviors will also be developed.

The ***Teaching Social Skills Program*** can be viewed as an assessment instrument as well as an instructional tool. The key to effective intervention is accurate identification of the critical elements of the problem. The ***Teaching Social Skills Program*** is structured to provide for evaluation of the circumstances surrounding the student's lack of social skills, as well as assessment of the student's current behavior in order to remediate the problem. A structure for assessing the effectiveness of the social skills instruction is detailed and guidelines for performance-based assessment are incorporated.

Program Structure

The ***Teaching Social Skills Program*** has been specifically designed for preschool and elementary-aged children. To begin to identify appropriate social skills interventions for these children, five steps must be undertaken before implementing the ***Teaching Social Skills Program***.

Step I: Select Target Student(s)

The first step in teaching social skills involves determining which students need and would benefit from social skills instruction. At this stage we determine which students may have social behavioral excesses or deficits. Who has problems with social interactions with peers, teachers, or other adults? Which children lack social skills? Which children need instruction in how to interact appropriately and effectively with others?

Three ways to identify target students for social skills instruction are teacher observations and teacher ratings, student self-report ratings, and peer ratings or peer nominations.

Teacher observations and teacher ratings involve teacher selection of students for social skills instruction based upon their own observation of the students. Most teachers know which students have problems with social interactions simply by observing over time how the students get along with others in various natural settings, such as in the special or general education classroom, on the playground, going to the school bus, in large or small groups, etc. In addition to natural observations, teachers can observe students in simulated situations to determine how socially competent they are. For example, the teacher can have children take turns choosing and leading or engaging in a group activity and observe whether they have the social skills necessary to be successful in that activity. Or, if the teacher suspects that a child has problems following directions, the teacher might present a specific series of directions and observe how the student responds to the directions. Or the teacher may ask the student to invite another child to play a game and observe the strategies, or lack of strategies, used to initiate and maintain positive contact with the other child.

A teacher observation and rating strategy for identifying target students in the classroom involves using the Teaching Social Skills Social Competence Screening Form (see Appendix H). The ***Teaching Social Skills Program*** Social Competence Screening Form is designed to collect social competence data on all of the students in the classroom. The first step in completing the form is to list all of the students on the class roster in alphabetical order in the left hand column. The second step involves comparing each student on the roster to a general definition of social competence. The third step is to rank the students according to that definition from least to most competent in the right hand column.

Student self-report ratings provide additional information for determining which students to target for social skills training. Interviewing students and having them complete behavior self-report ratings are often used to determine children's awareness of their own social abilities. Are the students aware of their strengths and weaknesses when it comes to effectively socially interacting with others?

The ***Teaching Social Skills*** Self-Report Form (see Appendix I) is a student self-report scale for identifying target students for social skills training. The ***Teaching Social Skills Program*** Self-Report Form is designed to elicit the child's perceptions of his or her social skills and social competence. The form can either be given to the student to fill out independently or used in a teacher-student one-on-one interview where the teacher asks the student the questions on the form and records the answers. The student is asked how he or she would deal with different social situations.

Peer ratings or peer nominations are a third possible means for identifying target students for social skills training. While the use of sociometric techniques, where students rate each other with regard to their social abilities (and inabilities), would provide valuable information for selecting target student for social skills training, the intrusiveness and potential for student embarrassment or hurt feelings ("Nobody in the class said they would choose me to play with.") probably weighs against using this procedure. Teacher observations and ratings and self-ratings are usually sufficient for determining who to select for social skills training.

Step II: Determine Desirable Social Skills

Once the target students have been identified, specific social behaviors and social skills should be selected which will lead the students toward social competence. Social behaviors are individual, discrete, observable acts that make up a social skill. Social behaviors serve as the building blocks of social skills. Maintaining eye contact, saying thank you, letting someone go first through a doorway, shaking hands, or walking away when taunted are all discrete social behaviors which, by themselves, are not social skills but are the requisite behaviors for broader social skills. Social skills are specific, identifiable, learned behaviors performed effectively that produce positive social consequences in social situations. Initiating and maintaining conversations, effectively dealing with peer aggression, and dealing with one's own anger appropriately are examples of broader social skills which are comprised of a number of discrete social behaviors. Social skills are viewed as part of the larger global construct of social competence. Social competence is a judgment-based evaluation by teachers, parents, peers, and others about a person's overall social functioning. Social competence comprises a multitude of social behaviors and social skills and is the consistent and generalized use of these behaviors and skills across time and settings.

The ***Teaching Social Skills Program*** addresses twenty-three specific prosocial skills (see Figure 2). These skills have been drawn from widely used social skills programs, literature addressing student behavior in the classroom, and classroom teachers' ratings of the importance of specific prosocial skills. Each of the skills has been examined with respect to the specific behaviors necessary for successful and effective social interactions.

Social skills can be divided into two categories: critical classroom behaviors and peer-to-peer social skills. Critical classroom behaviors are those social skills that contribute to successful adjustment as defined by the teacher. Examples include following directions, accepting consequences of behavior, seeking attention appropriately, etc. Peer-to-peer social skills are those skills which contribute to social competence and peer acceptance. Examples include making friends, compromising with peers, coping with aggression from peers, etc. Both categories of prosocial skills are important for successful functioning in the classroom and the school.

It is important at this stage to match the desired social skills to the target students. One way to accomplish this is to use the ***Teaching Social Skills*** Student-Social Skills Matching Form (see Appendix J). The ***Teaching Social Skills Program*** Student-Social Skills Matching Form is designed to identify which target students lack which specific social skills. The twenty-three social skills from the ***Teaching Social Skills Program*** (plus space for additional social skills) are listed in the left hand column. The students from the list on the ***Teaching Social Skills***

Program Social Competence Screening Form are evaluated in relation to each of the social skills. Student 1 (least competent) is rated on each of the prosocial skills and circled if deficient in that skill; then Student 2 is rated; then Student 3; and so on through the student list. While students at the beginning of the scale are likely to have more circles than the more socially competent students at the end of the scale, this matching process allows the teacher to rate each student against each social skill. The ***Teaching Social Skills Program*** Student-Social Skills Matching Form helps the teacher to determine which students and which social skills to target.

Step III: Determine the Type of Inappropriate Behavior

When students fail to demonstrate the critical classroom behaviors or the peer-to-peer social skills listed in the ***Teaching Social Skills Program***, they often display certain patterns of problem or inappropriate behavior. In order to effectively teach social skills to replace problem behaviors, it is useful to understand the types of inappropriate behaviors these students typically exhibit in various social situations. In the ***Teaching Social Skills Program***, three categories or "types" of student behavior are addressed: withdrawn, immature, and aggressive.

Saying Please and Thank You
Dealing with Anger Appropriately
Rewarding Oneself
Asking Questions
Accepting Consequences of Behavior
Successfully Coping with Conflict
Accepting Responsibility for Behavior
Listening
Successfully Dealing with Losing
Responding to Failure
Successfully Dealing with Mistakes
Building a Positive Self Attitude
Following Directions
Making Friends
Understanding Others' Feelings
Compromising with Peers
Coping with Aggression from Others
Cooperating with Peers
Accepting Not Getting One's Own Way
Seeking Attention Appropriately
Waiting One's Turn
Accepting the Answer No

Fig 2. ***Selected Social Skills***

Withdrawn Behaviors. Students who are withdrawn typically deal with social stresses in their environment by exhibiting fright, flight, or passive responses. Children demonstrating these types of behaviors often react by not reacting. When confronted by critical classroom skill deficits or peer-to-peer social interaction problems, the withdrawn student is likely to withdraw or passively accept responsibility even when they are not responsible for the problem. The withdrawn student often fails to assertively address the problem situation.

The withdrawn student often:

- Lacks effective conversation skills.

- Does not know how to express feelings and desires.
- Does not deal effectively with stress and fear.
- Is unable to make decisions and solve problems.

Withdrawn behavior is often the least visible of the three types of problem behaviors. The withdrawn student often goes unnoticed - or the student's responses are ignored - as they do not demand immediate response or intervention from the teacher as would aggressive behavior. Further, behaviors of the withdrawn student are often not as overtly inappropriate as are those of the immature student. From this perspective, the teacher may need to actively focus on identifying for social skills training those students who demonstrate withdrawn behavior.

Immature Behaviors. Students who are immature respond to social problem situations with behaviors that are not physically or verbally age appropriate. Students demonstrating immature behavior patterns may cry, argue, pout, blame others, or deny the existence of a problem. The critical aspect of the immature student's actions are that these behaviors may have been expected, or at least tolerated, of the student at an earlier stage in their development. For example, a two-year-old may be expected to respond to questions of responsibility by insisting that "someone else did it." A student in fifth grade would be expected to accept responsibility for his or her actions and not blame others. Or a preschool student who is denied access to free time may respond by crying and rolling around on the floor. This behavior would be viewed as immature and highly inappropriate when displayed by a sixth-grader.

The types of behavior exhibited by the immature student may resemble behavior that could be considered aggressive (pushing, name calling, temper tantrums) or withdrawn (refusing to talk to the teacher, denying responsibility). The defining characteristic of immature behavior, however, is that the student engages in behaviors that might be expected or tolerated in younger children.

The immature student often:

- Responds inappropriately to teasing and failure.
- Is not competent in sharing and playing with others.
- Responds inappropriately to group pressure - other kids "press this child's button."

The key to teaching age-appropriate social skills to the immature student is to use shaping. Through shaping, the student is provided with multiple opportunities to practice approximations of the behaviors necessary to engage in the desired social skill. The immature student is often not able to initially exhibit the complete prosocial behavior or skill and must be reinforced for successfully completing parts of those behaviors.

Aggressive Behaviors. Students who are aggressive often display hostile, acting out types of behaviors. These behaviors are often the most visible and, in most cases, the easiest to identify. The aggressive student may react to problem social situations through either verbally aggressive acts, such as shouting, threatening, name calling, or overt denial or physically aggressive behavior such as pushing, hitting other students, or throwing materials or other objects in response to the problem situation. Because aggressive behavior is often the most visible of the three types of behavior problems, it is the most frequently cited as the type of social behavior in need of remediation through social skills training.

The aggressive student often:

- Is not able to control anger.
- Fails to avoid conflicts with others.
- Is not able to negotiate successful and positive social interactions with others.

The purpose of identifying the types of inappropriate behaviors the student currently displays is to guide how the social skills instruction will be carried out. Students who exhibit each of these types of problem behavior will typically behave differently from one another in the training sessions. For example, an aggressive student may react quite differently to *accepting the answer no* than the immature or withdrawn student. The aggressive student might lash out while the immature student might pout or cry and the withdrawn student might simply withdraw from social interaction when told no. While all three students need effective instruction in learning the skills necessary to deal with being told no, instructional strategies may vary when the social skills are taught.

The need to establish a clear distinction between types of behavior problems is not critical. Obviously overlap between the behavior categories may occur. If, for example, a student demonstrates both immature and aggressive behaviors, the best social skills intervention might incorporate recommendations for dealing with both of these types of social behavior problems.

Step IV: Determine If the Student "Can't" or "Won't" Demonstrate the Prosocial Skill

Before selecting appropriate social skills interventions, the following question must be asked: Has the student ever consistently demonstrated the social skill

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in the past? If the answer is "no,", that is, if the student has rarely or never exhibited the desired social skill, we may assume that the student lacks the necessary skills to consistently perform as we expect. In this case, we say that the student can't perform the social skill because he or she lacks the necessary prerequisite skills and strategies. He or she might not have had experiences where positive social skills were taught or reinforced. In this case, lack of social skills is a matter of a skill deficit and the skill must be directly taught.

If, on the other hand, the answer is "yes," that is, if the student has consistently exhibited the desired social skill at other times or in other settings, but doesn't now, we may assume that he or she possesses the necessary skills to perform as we expect but chooses not to. In this case, we say that the student won't perform the behavior. Here lack of social skills is a matter of motivation and consequences for both performing and not performing the desired social skills must be established.

Step V: Establish Instructional Groups

While the ***Teaching Social Skills Program*** can be implemented with an individual student who lacks specific social skills, the ***Teaching Social Skills Program*** instructional strategies are most effective when developed in the context of a group. The ***Teaching Social Skills Program*** has been implemented with from 1 to 35 students with the typical group being three to five students with similar, but not necessarily identical, skill deficits. That is, students in the group should share a particular social skill deficit (e.g., compromising with peers). The group should not include all aggressive, or all withdrawn, or all immature students, however. Groups should be mixed in order that the strengths each student brings to the group can be capitalized upon. The aggressive student may model age-appropriate compromise responses for the immature student and the withdrawn student may model calm or stable responses for the aggressive student.

Advantages of group social skills training include: (1) the opportunity to observe and model multiple examples of successful social skills; (2) the opportunity for expanded stimulus control where the more people who provide cues and prompts (the antecedents) and social reinforcers (the consequences) for the desired social skills, the more likely the skills will be practiced and generalized; (3) if we want to teach social skills, social groups are where we want these skills to be manifested and teaching social skills in isolation might be counterproductive when it comes to generalization; and (4) group training is a more time-and-effort efficient method for the teacher to teach social skills.

Procedures for setting up social skills training groups include:

- Select students based on common social skills deficits (e.g., 3 students who have problems making friends), or select a natural group of students (e.g., 7 students in a fourth period resource class or all 28 students in an inclusionary classroom who all could develop better listening and following direction skills). In any social skills training group, it helps to have group members who possess the skill and can serve as models for those learning the skill.
- Choose 1 or 2 social skills to teach at first. Avoid trying to teach too many social skills at one time. As students learn one or two related social skills (e.g., listening and following directions), then additional skills can be added (e.g., asking questions or waiting one's turn). Some students in the group may develop the skills rapidly and serve as models for the other students.
- Provide the ***Teaching Social Skills Program*** training as a fun and entertaining activity. Although the goal of the training is serious (learning effective social skills in a variety of settings), the training should be a rewarding and enjoyable experience for the students.
- Clearly present the content and rationale for the social skills training to the members of the group. Students should be provided with a clear picture of why and how the social skills training will take place.
- Establish some basic rules for the social skills group activities. It is important to reinforce raising hands in the group, paying attention and accepting feedback, participating in group activities, being positive to others, and following instructions. It is equally important to correct and redirect distracting others, calling out or getting out of seat, making negative comments or insults, and noncompliance.

Putting it All Together

Each of the interventions or strategies presented in the ***Teaching Social Skills Program*** follow a standard format. This format was constructed to incorporate effective elements of instruction and behavioral intervention. In each case, the student is taught to eventually self-manage his or her behavior through a series of steps including self-monitoring, self-evaluation, and self-reinforcement. The interventions, although at first teacher-directed, are structured to ensure that control is ultimately placed with the student. In this way, the student is provided with the tools to evaluate the environment, consider the alternatives, choose a social skill, monitor the effects of the skill, and adjust the skill accordingly.

Prior to initiating the ***Teaching Social Skills Program***, determine if there are obstacles in the classroom or school environment that prevent students from effectively demonstrating prosocial behavior. Are the student's social skill deficits related to a lack of opportunity to engage in desired social interactions? Are the academic expectations of the classroom such that there is little or no opportunity to develop social skills or socially competent behavior? Students must be provided with opportunities to both engage in expected social skills and observe others demonstrating these skills. Obstacles to developing social skills should be removed before implementing social skills training.

Core of the *Teaching Social Skills Program*

If the student can't perform the expected social skills, a remediation plan is developed to teach the skills incorporating the following strategies:

- Teach the student to identify alternative prosocial behaviors and strategies.
- Provide the student with models demonstrating prosocial behaviors and strategies.
- Provide the student with opportunities to practice prosocial behaviors and strategies in nonthreatening role-play or real-life situations.
- Directly socially reinforce the student for demonstrating prosocial behaviors and strategies.
- Teach the student how to self-control, through self-monitoring, self evaluation, and self-reinforcement, the continued use of prosocial behaviors and strategies.

Strategy 1: Teach the student to identify alternative prosocial behaviors and strategies. The first intervention involves teaching the student to identify prerequisite behaviors or strategies for performing the social skill to be taught. At this stage, the student must be able to identify and list the sequence of events for successfully exhibiting the skill in question. While the student might not be able to demonstrate the social skill at this point, it is important to teach the target student to accurately identify behaviors and strategies prior to initiating the other ***Teaching Social Skills Program*** strategies. Teaching involves providing short, direct lessons to the students to identify the steps necessary to engage in the desired skill and presenting a set of simple written instructions or rules outlining exactly what the students are expected to do to engage in the skill.

The key to identifying prerequisite behaviors and strategies for appropriate social skills is that the lesson and the components of the social skill must be simple, clear, and concise. The expected behaviors and strategies must not be too complex. If the student rarely or never performs the behaviors in question, the behaviors must be specifically defined for the student before expecting him or her to engage in the social skill. It is important that instructions be simple at first, that the instructions are clearly stated so that the student understands exactly what will be expected, that there are only a few steps or behaviors necessary to perform the social skill, that the skill is reasonably attainable by the student, and that the student is reinforced for reciting the steps or components of the skill or strategy.

The emphasis of this strategy is on specificity. The social behaviors and skills to be taught are clearly defined for the student so that the student can clearly identify the social skills that they will learn.

It is important to provide the student with a rationale for the social skill to be taught. At this stage an effort should be made to get the student to "buy in" to the relevance and usefulness of these skills for their own benefit. It is important to explain, demonstrate, and reinforce how these skills will be beneficial to the student. If the social skill is only meaningful to adults, the student is less likely to buy in.

Having the student identify the components of the social skill means specifying the steps necessary for following directions, teaching the steps, and having the student repeat the steps:

- Listen carefully to the directions.
- Restate the directions either out loud or to myself.
- Clarify the directions, if necessary.
- Attempt to follow the directions.
- Ask for assistance, if necessary.

The lessons for teaching the steps of ***Following Directions*** emphasize the behaviors necessary to perform each step (See Figure 3). Examples of steps for accepting the answer "no" and compromising with peers are found in Appendices K and L.

The purpose of this strategy is to break down the social skill into its component behaviors and teach target students to identify and repeat or list those behaviors prior to teaching the students how to exhibit the social skill in question. Again, the emphasis is on simple, clear, concise definitions of the desired social skills.

Strategy 2: Provide the student with models demonstrating prosocial behaviors and strategies. Modeling involves having the student observe other children performing and being reinforced for demonstrating prosocial behaviors and strategies. When the target student then imitates these modeled social skills, they are reinforced as well. Modeling provides the opportunity for reinforcement at two stages - at the point of observing the model being reinforced (called vicarious reinforcement) and at the point when the target student is directly reinforced for performing the same behavior.

In modeling, select one or more students to serve as models of the social skill or strategy that the target student identified in the first intervention. As the models, either through teacher prompting or spontaneously, exhibit the desired social skill, they are socially reinforced by the teacher ("John, you just raised your hand when you had the answer rather than call it out. Thanks. That really makes it easier for everyone to have a chance to answer."). At the same time that the model is recognized and reinforced, the target student's attention should be drawn to the model's demonstration of the desired social skill. If and when the target student subsequently exhibits the same behavior or strategy, they are reinforced as well ("Wow, Mary, you raised your hand, too. All of you are doing such a good job today of not calling out the answers.").

Modeling is a powerful intervention for teaching social skills to students. The components of effective modeling include:

- Specify exactly what social behaviors and skills will be taught by modeling. The target student and the models should be told precisely what the prosocial behavior or strategy to be modeled and imitated will be ("We're going to work on saying please and thank you this morning. I want you all to pay particular attention to other students when they say please and thank you.").
- Be sure the target student is developmentally and cognitively able to imitate the prosocial behaviors. It might be very difficult to teach a six-year-old student how to develop and maintain the long-term positive social interaction skills necessary to make friends through modeling alone. However, specific and discrete social behaviors, such as verbally initiating positive social contacts with peers or taking turns in a simple game or activity, might effectively be taught to the six-year-old by providing models engaging in these behaviors.
- Be sure the modeled behavior is simplified. The prosocial behavior or strategy should not be too complex for the model to demonstrate or the target student to imitate. Provide, clear, concise, and easy to imitate examples of the desired social skills to teach through modeling.
- Be sure models have high status with the target student. An important element of effective modeling is whether the students chosen to serve as models have high status with the target student. Is the model acceptable to the student? A model who is too bright, too good, too fast, or just plain obnoxious may be rejected by the target student. There is evidence that peers of the same age, sex, or social status as the target student are often the most effective models.

- Use a variety of students as models. While it is important that models have high status, it is equally important that the target students have the opportunity to observe as many different models exhibiting the behavior or strategy as possible. The more examples of the desired social skill that can be provided, the greater the likelihood that the target student will imitate that skill.

- Be sure the target student is attending to the modeled behavior or strategy. Arrange the classroom setting so that the student has the opportunity to see and hear the model demonstrate the prosocial behavior or strategy in question. Instruct the target student to attend to and imitate modeled examples of the desired social skill.

- Be sure the desired behavior or strategy is clearly and consistently modeled. In other words, is the model "good"? Are the examples of the behavior or strategy good examples? Either prompt the model prior to the demonstration of the social skill as to exactly what the behaviors will be and how they will be demonstrated or be sure that spontaneous examples of the social behaviors are exactly what the teacher wants demonstrated.

- Be sure both the model and the target student are reinforced for performing the desired social skill. The key to effective modeling is reinforcement—reinforcement for the model and reinforcement for the target student when he or she imitates the model. If the model has high status for the target student, the target student will be vicariously reinforced when the model is reinforced. In other words, it is reinforcing to observe a high status peer be reinforced for exhibiting a social skill. Then, when the target student imitates the same social skill, they will be reinforced directly by the teacher.

In some modeling cases, it may be necessary for the teacher to model the social skill for the target student before turning to peer models. Again, when the teacher serves as the model, it is important to exactly specify the behavior or strategy to be modeled and imitated and be sure the target student is capable of imitating the behavior, the modeled behavior is simplified, the student is attending when the behavior is modeled, clear and consistent examples of the desired behavior are provided, and the student is reinforced when he or she imitates the behavior.

Strategy 3: Provide the student with opportunities to practice prosocial behaviors and strategies in non-threatening role-play and real-life situations. After the target student is able to identify the prerequisite behaviors and strategies for performing the social skill and is able to observe peers or the teacher model these skills in simulated or real-life situations, he or she should be given the opportunity to practice these same skills in nonthreatening role-play or real-life settings. Provide the target student with the opportunity to practice social skills in safe simulated or real-life situations where he or she acts out the behaviors with the teacher and/or a small group of peers.

Practice involves several elements. First, the target student should feel safe to practice new responses. The teacher should closely monitor and supervise the practice situation so that the student feels free to try out these social skills without fear of failure or ridicule. Second, the target student should be encouraged and rewarded for practicing these social skills. Teacher praise and attention is an important factor in developing and practicing prosocial behaviors and strategies. Third, the target student and the other students in the role-play or real-life situation should be given clear instructions on exactly how the practice situation will turn out. Fourth, practice should be highly successful at first and then, once the target student has mastered the basic prerequisite skills, practice should include examples where prosocial behaviors and strategies are not always successful. Fifth, in role-play settings, it is important for the target student to practice the appropriate social skill as well as be aware of inappropriate ways to deal with various problem social situations. Merely providing the student with the opportunity to practice only appropriate social responses in isolation is not likely to address the needs of the student in every social situation. The role-play should present a variety of possible social responses and should include the opportunity to assess the possible outcomes of choosing each type of social behavior for a given situation. This provides an opportunity for the teacher to demonstrate: (1) the decision-making process; (2) the actual social skill; and (3) how to evaluate the outcome of the decision and any adjustments that may need to be made in developing the social skill

Listen carefully to the directions.

- Look at the person--it shows I'm paying attention.
- Look at the person as I would a friend.
- Don't stare, make faces or roll my eyes.
- I will avoid getting distracted--I'll keep looking at the person

Restate the directions either out loud or to myself.

- Repeat the directions as I heard them.

Clarify the directions, if necessary.

- Saying "OK"--it shows I understand.
- Say "OK" right away.
- Use a pleasant tone of voice.
- Speak clearly.
- Smile and nod my head, if appropriate to do so.

Attempt to follow the directions.

- Do the task immediately.

Ask for assistance, if necessary.

- Check back to let the person know I have followed directions.

Fig. 3. ***Following Directions***

Strategy 4: Directly socially reinforce the student for demonstrating prosocial behaviors and strategies. Social reinforcement consists of teacher positive verbal and physical feedback, attention, and approval contingent upon desired student behavior. Social reinforcement is often a very effective intervention for developing and encouraging the prosocial behaviors of young children. When the target student exhibits desired social skills, either spontaneously or following teacher prompts, the teacher should give the student feedback on performance and give verbal or physical attention, praise, and approval.

Social reinforcement involves three steps - attention (teacher focusing on student positive behavior), feedback (telling the student what they did well), and approval (praising the student for doing it well). Attention calls for the teacher to focus on positive, not negative, behavior. Teacher attention often has a powerful influence on both student prosocial and problem behaviors. Unfortunately, many teachers find that problem behaviors are more noticeable and, therefore, attend to them more frequently while ignoring prosocial behaviors. An unintended consequences is that teacher attention often increases, rather than decreases, student problem behavior. Teacher focus on prosocial behavior, while withholding, as much as possible, attention to problem behavior, will both increase desired social behaviors and decrease problem behaviors.

In order for feedback to be effective, it should be:

- **Specific.** Tell the student exactly what the prosocial behavior or strategy is that is performed well. Avoid vague or general feedback. Don't simply say "Good job!" Or "Nice work!", but say, "Hector, you were able to play quietly with the other kids for 20 minutes without getting upset!", or "Susan, you did a really nice job of waiting your turn to play with the computer. I know it took an especially long time for a computer to become available."
- **Immediate.** It is important, especially with young children, that feedback be immediate. As soon as the student exhibits the desired social behavior or strategy, they should be reinforced. Avoid delayed feedback. Don't say, "Sally, remember yesterday when you said please when you asked Sandra if you could play on the swing? Good job!" But do say, "Sally, thank you for being so polite just now when you wanted to borrow my scissors. You asked for them by saying please and you said thank you when I gave them to you."
- **Frequent.** Provide the target student with frequent feedback. The more opportunities the student has to receive teacher feedback for performing desired social behaviors, the more likely the student is to continue exhibiting these behaviors.
- **Positive.** Feedback should be presented positively rather than negatively. Avoid statements like "Julie, you're finally listening to my directions when I show you how to work these problems. See how easy it is when you listen?" Instead say, "Julie, nice job listening to the directions. You're getting all the problems right."

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- **Differential.** There are as many different ways of giving students feedback as there are positive social behaviors for the students to perform. Avoid rote or routine feedback. Don't just say "Good job. You didn't get mad." But also say, "You didn't get angry when you lost the game. You seem to be working on controlling your temper. It really shows," or "I know how it feels to lose a game. I'm impressed with the way you handle it."

In order for praise and approval to be effective, the teacher should:

- Move fast. Effective praise should immediately follow the behavior in question. In order "to catch the child being good," it is often necessary to go quickly to the student and praise their prosocial behavior.
- Give five approvals to every disapproval. It has been shown that, if for every time the teacher must disapprove of a student's inappropriate behavior, he or she gives about five approvals for appropriate behavior, both the teacher's approval and disapproval will be more effective. If disapprovals equal or outnumber approvals, most students will not respond consistently to either teacher approval or disapproval.
- Give substance to praise by occasionally backing it up with other reinforcers. While teacher social reinforcement generally has a very powerful influence on younger students' behavior, it is useful sometimes to provide other reinforcers for prosocial behaviors. "Mike, you're really doing so well at cooperating with the other kids when you play volleyball. Tomorrow I'd like you to be captain of one of the teams."
- Determine whether public and private praise is best for a particular student. Reactions to praise differ across students. Some students would love to receive public praise from the teacher for their behavior while other students would be highly averse to such public attention. The teacher must determine whether a particular student would be more responsive to a private, one-to-one interaction, such as "Sam, I'm so impressed with the way you're standing up for your rights in the group activities and not letting the other kids take your turn."
- Use a variety of verbal and physical social reinforcers. Verbal reinforcers include positive words and phrases such as: Yes! Good! Great! Fascinating! Brilliant! Yeah! All right! Wonderful! Outstanding! Excellent! Perfect! Terrific! Fabulous! You do so well! That's clever! Thank you! That's good work! Well done! You're doing a lot better! You're doing fine! Physical social reinforcers might include teacher actions such as: smiling; winking; nodding; grinning; signaling O.K.; clapping hands; thumbs up; pat on back; ruffling hair; shaking hands; high five; touching shoulder; standing or walking alongside. (Note: Follow school guidelines and use discretion when applying touching to a student.)

- Describe the student's specific behavior. Provide the student with specific feedback as well as attention, praise, and approval for prosocial behaviors. Social reinforcement involves the combined use of all of these teacher responses to the student's desired social skills.
- Use the student's name when praising their behavior. Praise and approval is often more effective when it is personalized. Many students respond well to having their name used when receiving positive attention, feedback, and approval.
- Be convincing when giving praise and approval. The teacher should mean it when giving students praise for their prosocial behavior. If the teacher's social reinforcement is not sincere, most students will quickly learn to ignore teacher attention, feedback, and approval.

Social reinforcement is a powerful procedure for influencing and developing student behaviors throughout the ***Teaching Social Skills Program***. Teacher social reinforcers should be provided when students appropriately engage in all phases of the program, including identifying social skills, modeling social skills, practicing social skills, and eventually bringing desired social skills under self-control.

Strategy 5: Teach the student how to control, through self-monitoring, self-evaluation, and self-reinforcement, the continued use of prosocial behaviors and strategies. The first four interventions (identify, model, practice, and socially reinforce) of the ***Teaching Social Skills Program*** involve the teacher developing, monitoring, and reinforcing student social skills. Self-control calls for gradually moving the target student from external teacher control to internal self-control of their prosocial behavior. Self-control involves teaching students to systematically self-monitor, self-evaluate, and self-reinforce their own prosocial behaviors and strategies.

Self-control involves three specific steps or skills that must be taught to the student. The first skill is self-monitoring where the student is taught to accurately count and record behaviors. Counting behaviors involves the target students observing and keeping track of the number of times an hour or a day they exhibit the behavior in question, or how long a behavior lasts, or whether or not they are engaged in a particular behavior at the end of specified intervals of time. Counting involves using a counter, check card, or beads to track one's own behavior (see the discussion of performance based assessment procedures that are described later in this chapter). A student who is shy and withdrawn might count the number of times she assertively approaches other children on the playground, or she may keep track of how long she is able to maintain a positive interaction with a particular peer, or she may note whether or not she is positively engaged with her peers when signalled at specified intervals by the teacher. Recording behaviors involves teaching the student to use a ***Teaching Social Skills Program*** Record Card to keep an accurate record of the behaviors counted. Self-recording calls for students to write down the frequency or duration of their prosocial behaviors. Prosocial behaviors are recorded on a student's personal ***Teaching Social Skills Program*** Record Card (see Figure 4) that is specifically designed for the behaviors in question. The student is taught how to count and record the desired prosocial behaviors on the ***Teaching Social Skills Program*** Record Card.

The steps of teaching self-monitoring include:

- Define the social behavior or skill to be monitored. Provide the student with specific examples of the skill in question from the initial social skills training activities.
- Explain the purpose of self-monitoring. Provide the student with a rationale for counting and recording his or her own behaviors.
- Demonstrate and model the self-monitoring tools (counters, check cards, beads) and ***Teaching Social Skills Program*** Record Cards. Provide the student with the opportunity to observe how to count and record their own behaviors.
- Role-play using the self-monitoring tools and ***Teaching Social Skills Program*** Record Cards. Provide the student with the opportunity to practice using the observation and recording instruments.
- Practice responding to a cue. If a time sample recording procedure (see performance-based assessment procedures) is used, provide the student with the opportunity to practice responding to a tape or kitchen timer or teacher verbal prompt to cue self-monitoring of the social skill.

Once the student is accurately monitoring his or her own behavior, the next self-control skill is self-evaluation, where the student is taught how to assess and evaluate the level or appropriateness of those behaviors. Self-evaluation involves having the ability to compare one's own behavior to a standard. The standard might be established by the teacher: "Were you able to approach at least four classmates this afternoon and ask them to play hackensac with you? Did they play with you?" Or, the standard might be based upon a class mean or average: "Everyone in the class is expected to ask at least three relevant questions a day about the lessons. How many were you able to ask today?" Or, the standard might be based upon the student's baseline level of the behavior prior to the beginning of the ***Teaching Social Skills Program***: "Three weeks ago I got in six fights because the other guys teased me. This week I only got in one fight and it was my fault."

The third step of self control is self reinforcement where the student is taught to reinforce improvements in their prosocial behaviors. Self-reinforcement involves giving oneself positive feedback, praise, and approval for effectively demonstrating prosocial behaviors and strategies. Students should be taught how to verbally recognize positive changes in their behavior and, perhaps, give themselves more substantial reinforcers for successful prosocial behavior. The target students might be taught to tell themselves: "I really did a great job of following the steps the teacher showed me for trying to recognize and understand Greg's feelings. I was able to see that he was really upset about his sister being sick and I was able to ask if I could help in some way. He really seemed to appreciate my asking and we talked for a long time. I wouldn't have been able to do that a month ago. I'm proud of myself."

The steps of teaching self-reinforcement include:

- Be sure the desired social skill is under the control of teacher-managed contingencies. Once the teacher is able to teach and maintain the student's prosocial behavior through social reinforcement, then the behavior can be shifted to self-reinforcement contingencies.
- Solicit student input into the criterion for reinforcement. Have the student establish the criterion for appropriate behavior, similar to when the behavior was under external teacher control, that should result in self-reinforcement "If I approach at least four classmates to play with each day this week, I should be able to tell the principal about it."
- Let the student have input into the amount and nature of the reinforcement. Just as with establishing the criterion for reinforcement, the student should be able to determine what the reinforcers will be. Gradually shift from the reinforcers used in the teacher-controlled situations to realistic student determined reinforcers "If I'm successful in playing with my classmates each day this week, I should be able to spend 10 minutes with the principal on Friday afternoon."
- Match the student's evaluation of behavioral performance against the teacher's evaluations. Conduct periodic reliability checks to make sure that student self-reinforcement is accurate and reliable. Provide the student with bonus reinforcers for accuracy of self-monitoring and self-reinforcement.
- Gradually fade the matching requirements and conduct random reliability checks to assure that student self-control procedures are accurately and honestly carried out.

When the Student Won't Perform the Skill

If the student won't perform the expected social skills, a remediation plan is developed to motivate the student incorporating the following interventions:

- Provide the student with a clear set of rules, expectations, and consequences both for exhibiting desired social skills and failing to exhibit these skills.
- Use the model *Teaching Social Skills Program* strategies/interventions (Identify, Model, Practice, Reinforce, and Self-Control) to teach expected social skills.

If the student has the prerequisite skills necessary to perform desired prosocial behaviors but won't use them, the focus of intervention should be on providing the student with the motivation and structure to use the social skills when the situation calls for it.

Step 1: Provide the student and their peers with a clear set of school or classroom rules, expectations, and consequences. When the student has demonstrated the desired social skills in the past, or in other school settings, but chooses not to use these skills, the teacher and other school personnel must establish clear, consistent, and immediate consequences for prosocial behavior, as well as for inappropriate or antisocial behavior. Positive consequences should occur when the student displays desired social skills. Negative consequences, in the form of immediate and predictable loss of privileges, should occur when the student engages in antisocial behaviors. The student should be aware of and understand the consequences for not demonstrating prosocial behavior. Likewise, the student should be aware of the advantages of appropriate social behavior. Instructional emphasis should focus on the process of weighing the advantages and disadvantages of choices regarding the student's own behavior.

Teacher's Directions	My response
1.	☐ Understood ☐ Asked to Explain ☐ Tried ☐ Did
2.	☐ Understood ☐ Asked to Explain ☐ Tried ☐ Did
3.	☐ Understood ☐ Asked to Explain ☐ Tried ☐ Did

Fig 4. ***Following Directions Record Card***

Step 2: Use the model Teaching Social Skills Program strategies/interventions (identify, model, practice, reinforce, and self-control) to review for the student the expected behaviors and strategies for demonstrating desired social skills. If the student chooses not to demonstrate prosocial behaviors and strategies in the classroom or other school settings, he or she should be re-taught how to appropriately and consistently exhibit these social skills. This involves, as with the student who can't, the student who won't being able to identify the components of the expected social skills; observing peer or teacher modeling of the social skills; practicing the social skills; receiving teacher social reinforcement throughout all phases of the ***Teaching Social Skills Program***; and self monitoring, self evaluation, and self reinforcing the development and maintenance of these prosocial behaviors.

Instruction, therefore, should focus on fine tuning each of the five steps detailed above in the context of a specific set of classroom or school rules, expectations and consequences. The student should be taught to analyze and evaluate the environmental situation before choosing a response. The ***Teaching Social Skills Program*** emphasizes a personal decision-making approach to remediating social behavior problems and engaging in appropriate social skills. Students should be taught to monitor the effects of the environment on their own social behavior and evaluate the impact of chosen social behaviors on the environment.

Performance-Based Assessment

The **Teaching Social Skills Program** provides a model for teaching students prosocial behaviors. These behaviors are presented following a careful evaluation of a student's social deficits and social skills, as well as of the environmental variables impacting the student's behaviors. A critical issue in social skills instruction is that effective assessment must precede and continue throughout the social skills instructional process. Merely delivering "prosocial instruction" will not ensure that the student's new social skills will spread to other settings and situations, or that they will persist across time. The interventions of the ***Teaching Social Skills Program*** will only be effective in teaching and generalizing social skills if they are based upon the careful on-going assessment of student behaviors.

To assess the level of social skills demonstrated by target students, teachers must conduct direct observation of student behaviors. This observational component is part of the implementation of the ***Teaching Social Skills Program***. Results will serve a dual role of both guiding implementation of the ***Teaching Social Skills Program***, and evaluating the effectiveness of the social skills interventions.

Performance-based assessment calls for a specific definition of the social skills to be taught and the systematic, continuous assessment of those skills across all phases of the ***Teaching Social Skills Program***. Social skills include critical classroom behaviors or peer-to-peer social actions or performances that are observable, measurable, countable, and definable. Observable means that we can see or hear the behavior when it occurs; measurable means that we can measure what we observe in terms of the frequency, duration, intensity, rate, or latency of the behavior; countable means that we can take the behaviors that we measure and put that measure into numbers to compare behaviors at different stages of the program; and definable means that we have agreement among the different observers as to whether a behavior occurs, that is, that we have a reliable definition of the social skills we wish to teach. Saying please and thank you, waiting one's turn, following directions, and asking questions are examples of social skills that meet these criteria. Cooperating with peers, successfully dealing with mistakes, dealing with anger appropriately, and making friends, are examples that meet these criteria after careful definition by the observers of the component behaviors that constitute these social skills.

Observation and recording. After the teacher identifies and defines the desired social skill, an observation and recording technique is chosen to assess and track the behavior across the ***Teaching Social Skills Program*** interventions. The three types of observation and recording techniques used in social skills training are event recording, duration recording, and time-sample recording. Event recording is the most common technique for tracking social skills. It involves making a tally or frequency count of discrete social behaviors as they occur and recording these behaviors as they occur. Examples might include the number of times in an hour that the student follows the teacher's directions within 30 seconds or less or the number of times each day that the student says please and thank you, or the number of times the student approaches and positively engages a peer on the playground each day. Event recording may be for an entire day for low frequency behaviors and for shorter sample periods of time for high frequency behaviors.

Duration recording involves measuring the length of time a behavior occurs. While not a commonly used technique for observing and recording social skills, some either high frequency social behaviors or behaviors that occur over an extended period of time might be tracked using duration recording. The amount of time a student remains in positive contact with peers on the playground as a measure of making friends, or the amount of time a student calmly waits for their turn, or the amount of time it takes for a student to follow directions are examples where duration recording might be the appropriate technique for measuring the social skill. Duration recording involves the use of a stopwatch, wristwatch, or wall clock to measure how long the behavior occurs.

Time sample recording is concerned with the occurrence or nonoccurrence of social behaviors immediately following specified time intervals. With this technique, the teacher observes and records whether the particular social behavior is occurring or not occurring at the end of a set interval of time. The observer breaks a larger observation period (e.g., two hours) into smaller intervals (e.g., every 15 minutes). The behavior is recorded at the end of the interval recorded and *irrespective* of whether the behavior occurs *during* the interval. This procedure allows the observer to obtain samples of the behavior without having to constantly observe the student. The preselected behavior is recorded only once at the end of each interval if it occurs and the results are reported as a percent of the intervals the behavior occurred. For example, the student might be observed every 15 minutes whether she is positively interacting with peers or not; listening to the teacher or not; following directions or not; or engaged in positive conversation or not, for a three hour observation period. If she is engaged in the behavior three out of the possible twelve observation times, the percentage of occurrence of the behavior for that day would be 25 percent.

A critical concept in observing and recording student social skills is reliability of measurement. Reliability involves interobserver agreement, where two or more observers systematically and continually agree on the definition of the behavior. The definition of the social behavior is so precise that the observers consistently agree when the behavior occurs. Reliability involves the consistency and predictability of observation and recording across observers. The key to reliability is that the observers should be independent of one another to avoid biasing the observations and that the observations should begin and end at the same time. Reliability checks should be conducted several times in each phase of the ***Teaching Social Skills Program*** to assure an accurate and consistent definition of the social skill in question.

With event recording, reliability is computed by dividing the smaller count from one observer by the larger count from the other observer. If the first observer noted that the student followed nine directions and the second observer observed that eleven teacher directions were followed, reliability would be computed as 9/11 X 100 = .88 or 88% agreement. With duration recording, the shorter period of time the behavior is observed is divided by the longer period of time the behavior is observed and recorded. If observer A observes that the student was engaged in a positive conversation with a group of peers for 12 minutes and observer B observes the same behavior occurring for 16 minutes, the reliability would be computed as 13/16 X 100 or .75 or 75% agreement. With time sample recording, reliability is determined by the number of times the two observers agree at the end of each interval divided by the total number of intervals observed. For example, if a student was observed at the end of each of 12 intervals and the observers agreed on the occurrence or nonoccurrence of the social skill on eight out of the 12 intervals, the reliability would be computed as 8/12 X 100 = .66 or 66% agreement.

After establishing a reliable definition of the social skill and selecting an observation and recording technique best suited to track the student's behavior, the teacher collects baseline information. Daily during the Baseline phase (generally five days) and then for three to five days weekly thereafter, the teacher observes and records the target student's behavior. The observational format is designed to be easily conducted within the context of the classroom, with minimal disruption to the teaching routine. The baseline phase serves as a measure of the prosocial behavior before the implementation of the ***Teaching Social Skills Program***. For example, if the social skill is following directions, the teacher might provide the target student with five specific directions in a one hour period for five days and observe and record how many of these directions were followed and how long the student took to follow each direction. Baseline provides the teacher with a specific preintervention measure of the social skill to use to judge whether the ***Teaching Social Skills Program*** interventions are successful in teaching new social skills to target students.

The definition, and the observation and recording techniques implemented in the baseline phase, will be used throughout the intervention phases of the ***Teaching Social Skills Program***. These observations provide the teacher with continuous monitoring of student performance, so that student progress toward the social skills goals may be assessed. Data collected through direct observation form the basis for data-based decision-making. The teacher employs data decision rules to assess the impact of each intervention, and to make modifications, if necessary. The student's behavior will indicate whether, in fact, the ***Teaching Social Skills Program*** interventions are effective or must be modified in order to increase desired social skills. If, for example, the target student continues to follow only one or two directions out of the five presented daily during the one hour observation periods after the identify, model, and practice interventions, the teacher might modify the social reinforcement intervention by providing concurrent points or token reinforcers contingent upon following more directions. By continuing to collect performance-based assessment measures, the teacher is able to determine whether the program modifications are effective.

Observational data are displayed in graphic form to assist in the evaluation of student performance on target social skills. The teacher plots student behavior on the graph following each observation period. This graphic display guides the teacher in interpreting the effects of the ***Teaching Social Skills Program*** interventions on targeted social skills. Student performance is analyzed according to either changing conditions or multiple baseline procedures to yield information indicating rate of skill acquisition.

The changing conditions or ABC design for analyzing the effects of the ***Teaching Social Skills Program*** interventions calls for initiating a baseline prior to implementing the program. The ABC design is used to investigate the cumulative effects of a program or the effects of each component or intervention within the program. Following the baseline, the first component of the ***Teaching Social Skills Program*** (Strategy 1 - Identify) is introduced and the student performance data are collected to determine whether the target social skills change. The next component (Strategy 2 - Modeling) is then introduced and performance data are collected, and so on throughout the ***Teaching Social Skills Program***. An example of an ABC design graph for analyzing the effects of the ***Teaching Social Skills Program*** on accepting the answer *no* is provided in Appendix FF.

The multiple baseline design is an alternative method for evaluating the effects of social skills interventions on student performance. The teacher collects baseline information on two or more behaviors simultaneously and then applies a social skills intervention to one behavior while continuing baseline on the other behaviors. If the application of the intervention works (i.e., the desired social skill increases), then the intervention is applied to the second behavior. If the intervention works on the second behavior, it is applied to the third behavior, and so on. The replication of the effect of the intervention across behaviors gives us a great deal of confidence that the intervention is effective and, in fact, responsible for the behavior change.

The three types of multiple baseline designs are the multiple baseline across behaviors, multiple baseline across individuals, and multiple baseline across settings. The multiple baseline across behaviors (see Appendix GG) involves identifying two or more related behaviors of a student or group of students in a single setting. Several social skills deficits of a student or group of students are identified and simultaneous baselines are begun on these behaviors. The ***Teaching Social Skills Program*** interventions are then applied to teach the first behaviors while continuing the baseline on the other behaviors. If, and when, the intervention impacts or changes the initial behavior, it is then applied to the second behavior, and so on. For example, 5 or 6 young students may have trouble consistently displaying good manners in the general education classes. Good manners may be defined as saying please when requesting something from another and saying thank you when receiving something from another; appropriately greeting others upon entering a room and saying good-bye upon exiting a room; and using others' names when conversing with them. A multiple baseline across behaviors would involve establishing a baseline for each of these clusters of behaviors for each student. How many times did each student say please and thank you; hello and good-bye; and use others' names in conversation each period or day? The ***Teaching Social Skills Program*** is then applied to saying please and thank you. If it works, then it is applied to saying hello and good-bye. If it continues to be effective, then it is applied to using others' names.

The multiple baseline across individuals involves collecting simultaneous baseline on two or more students or groups of students and applying the ***Teaching Social Skills Program*** interventions to one student or group and continuing baseline data collection on the other student's or group's social skills. If the intervention is successful with the first student or group, it is applied to the next student or group, and so on. For example, a class of fifteen students might be divided into three groups of five students and baseline data collected on each group's collective use of positive verbal social interaction skills (using manners, asking positive questions, saying positive things about self or others). The ***Teaching Social Skills Program*** interventions are applied to the first group of students while baseline is continued for the other two groups. If these interventions are successful with group one, then they are applied to group two, and then group three (see Appendix GG).

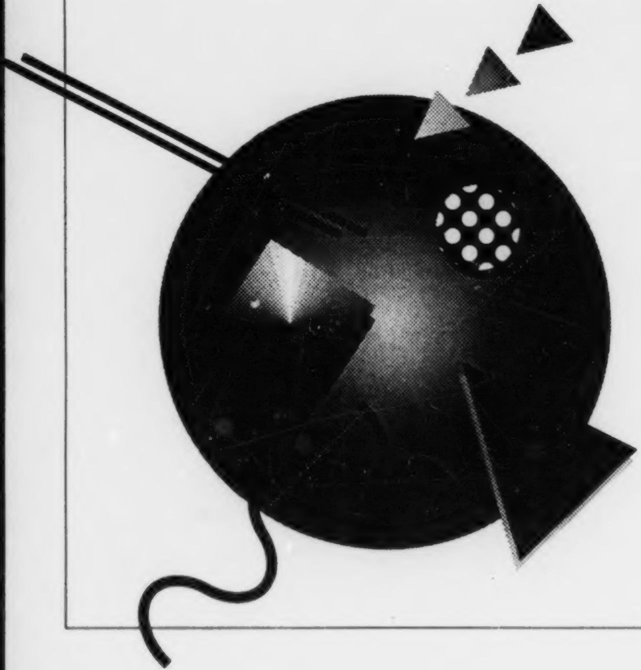
The multiple baseline across settings involves observing and recording baseline data in two or more settings where one or a group of students are exhibiting or failing to exhibit the same behavior (see Appendix GG). Baseline data are collected in each of the settings and then the ***Teaching Social Skills Program*** interventions are implemented in the first setting while baselines are continued in the other settings. As behavior changes in the first setting, the ***Teaching Social Skills Program*** interventions are applied in the second setting, and so forth. For example, a particular student may have problems following teacher's or other adult's directions in the resource classroom, the general education classroom, and on the playground. Baselines are established in all three settings simultaneously. Then the ***Teaching Social Skills Program*** is focused on increasing the following of directions in the resource room, then the general education classroom, and finally the playground. The identical ***Teaching Social Skills Program*** interventions are applied to the student in each of the three settings.

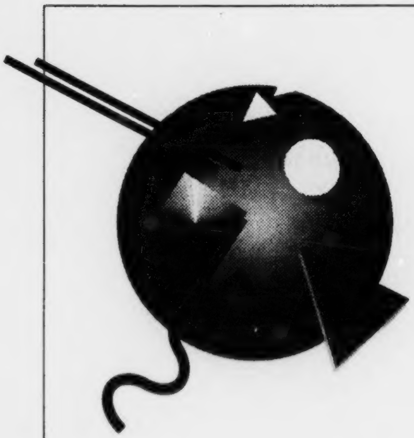
In each of the multiple baseline designs, continuous replication of the effectiveness of the intervention establishes the credibility and reliability of the intervention. It establishes a functional relationship between the ***Teaching Social Skills Program*** interventions and the student's social skills.

Moving Ahead

You now have all of the information essential for implementing the Rutherford et al ***Teaching Social Skills Program*** with a student or group of students. In Chapter 4, suggestions are offered for sharing this information during a professional development session. Even if you are working alone, we encourage you to read through Chapter 4 before implementing the ***Teaching Social Skills Program***.

Chapter 4





Chapter 4

Facilitator's Guide: *Teaching Social Skills Program**

This chapter describes how a facilitator can conduct training for ***Teaching Social Skills: A Practical Instructional Approach*** (by Rutherford and colleagues), described in Chapter 3. In this chapter, we present guidelines and activities for conducting training sessions with **teams** of special education and regular education teachers. Discussion prompts, practice activities and videotaped vignettes to facilitate the training, are included. Guidelines for data-based decision making are also offered.

Your job as a facilitator is to ensure that your participants have a clear understanding of the ***Teaching Social Skills Program***, its rationale, and its underlying assumptions. For enhancing your group's understanding of the ***Teaching Social Skills Program***, you should review its key concepts. After the group understands the conceptual framework of the program, the next step is to teach them how to identify students who might benefit from the ***Teaching Social Skills Program***. After the participants identify their target students, the process of implementation occurs in three phases. The first phase involves identifying the curriculum or the content of the target social skills. Participants are taught how to: (1) identify the target social skills; (2) define these skills into simple, observable social behaviors;

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*Acknowledgment to Sarup Mathur for her contributions to this chapter.

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and (3) use performance-based methods to assess changes in the target social skills. The second phase focuses on actual instruction of the target social skills. In the second phase, participants are systematically trained to teach the target social skills using the ***Teaching Social Skills*** interventions. The final phase of the ***Teaching Social Skills Program*** consists of teaching self control strategies, where participants are prepared to teach self-monitoring, self-evaluation, and self-reinforcement strategies to their target students. Encourage your groups to participate in discussion, to practice the training activities, and to ask questions.

Conceptual Framework of the *Teaching Social Skills Program*

In preparation for leading the session, review Chapter 3. You will need to prepare an agenda which describes the ***Teaching Social Skills Program*** in sufficient detail to enable the group to apply it in a school setting. Use the handout in Appendix M to guide the group.

Define Social Skill

The first step entails helping the group understand the relationship between social behavior, social skills, and social competence (see Appendix D for a blackline master). Review the definition of each term. Social behaviors are individual, discrete, observable acts that make up a social skill. Examples include maintaining eye contact, saying thank you, or letting someone go first through the door. Social skills are specific, identifiable, learned behaviors performed effectively to produce positive social consequences in social situations. Social skills are perceived as part of the global construct of social competence, whereas social competence is a judgment-based evaluation by teachers, parents, peers, etc. about a person's social functioning. The ultimate purpose of teaching social skills is to enhance the overall effectiveness of a person's social functioning. A person is said to be socially competent when he/she is:

- Initially motivated to perform socially appropriate behaviors.
- Able to perceive social situations accurately and identify which social skills to use.
- Able to correctly interpret information from others.
- Able to perform the correct social behaviors that make up social skills.
- Sensitive to social feedback.

- Able to perform social skills in a consistent and generalized manner.

Students who exhibit inappropriate, maladaptive, or antisocial behaviors often lack social skills. These students often have negative social experiences, greater emotional problems, and lower self-esteem as compared to those students who have developed a full repertoire of prosocial skills. These students need to learn appropriate social behaviors in a systematic manner. In contrast, students who exhibit effective social skills have higher self-esteem, peer acceptance, and adaptive coping skills. The purpose of the ***Teaching Social Skills Program*** is to assist teams of teachers in teaching social skills that contribute to student social competence. Once the participants understand the basic structure of the ***Teaching Social Skills Program***, they can easily apply the instructional strategies to their own students.

Instruct the group to reflect on the need for social skills training. Have them generate a list of reasons why they believe in systematic instruction of social skills. Review the list and discuss each reason to determine the importance of social skills training.

Have your group generate a list of social skills that they think are important for their students. Ask them to compare their lists to the list of prosocial skills presented in Chapter 3 (see Appendix N for a blackline master). Add their social skills to the Chapter 3 list. Ask them to save this list to guide their future social skills training activities.

Provide your group with information on how the social skills featured in the ***Teaching Social Skills Program*** were identified. An initial list consisting of 85 skills was derived from many widely used social skills programs and the literature on social skills training. Several hundred teachers were asked to rate these 85 social skills on the basis of their importance. Twenty-three of those that were rated most important were selected for the program (see Appendix N).

When students enter school, they are expected to have classroom survival and peer interaction skills. If they are unable to demonstrate these skills they are vulnerable to school failure, social maladjustment, and social isolation. Clearly, students with social skills deficits need systematic social skill instruction. The prosocial skills emphasized in the ***Teaching Social Skills Program*** serve as replacements for problem behaviors. Ask your group to identify which of the prosocial behaviors on the list are critical classroom behaviors and which are peer-to-peer social skills. Review the definition of each type of prosocial skill (see Appendix E for blackline master):

- ***Critical classroom behaviors***: Behaviors that contribute to successful adjustment as defined by the teacher. Examples include following directions, accepting consequences of behavior, or seeking attention appropriately.

- ***Peer-to-peer social skills***: Behaviors that contribute to social competence and peer acceptance. Examples include making friends, compromising with peers, or coping with aggression from others.

Ask the group to list some problem behaviors that they have to deal with in their classrooms, and have them think of positive social behaviors that might replace and reduce the problem behaviors. Conclude the section with a "fair pair rule" that requires that we strengthen a desired replacement behavior (social skills) in order to reduce an undesired behavior.

Assumptions of the *Teaching Social Skills Program*

As a facilitator, you need to ensure that your group understands the assumptions of the ***Teaching Social Skills Program***. Review the following assumptions with your group (see Appendix O for blackline master):

- All students can learn social skills given effective instruction. We can teach social skills just like we teach mathematics, reading, language arts, etc.
- Instruction is effective when intervention approaches are selected to meet the student's individual needs. To ensure maintenance and generalization of learned social skills, thorough evaluation of the student's social skills performance is necessary before the application of social skills instruction.
- Teaching students to perform social behaviors in our classrooms is not enough. We must focus upon how to have the student demonstrate these behaviors next week, outside of class, in other classrooms, and with many other adults and children. In other words, social skills once learned, must be generalized across settings, time, and behaviors.

As a facilitator, you might consider using these assumptions as a discussion guide. You can provide clarification or generate discussion on the conceptual framework of the ***Teaching Social Skills Program***. At the completion of this discussion, ask them the final question "What have I learned about the ***Teaching Social Skills Program?***" Record all the answers on the chalkboard.

How to Select Target Student(s)

The first step is to identify the students who might benefit from the ***Teaching Social Skills Program***. Students who have problems in interacting with peers or who lack critical classroom survival skills need to be identified for systematic social skills instruction. Your task as a facilitator is to provide your teams with information on three methods of identifying target students: teacher observations or ratings of student social behavior, student self-report ratings, and peer ratings or peer nominations.

Teacher observations and teacher ratings involve procedures for teachers to select students who might benefit from the ***Teaching Social Skills Program***. Teacher observations can be further classified into two types: **natural observations** and **simulated observations**. Natural observations capitalize upon natural opportunities for interactions in various social settings such as in special or regular classrooms, on the playground, on the bus, and in the cafeteria. On the basis of observations over time, special and general education teachers develop an idea about students who have difficulties in interacting with peers and adults. **Simulated observations** can also be arranged where the target student can be observed in contrived situations. For example, when the teacher suspects that a student has a problem taking turns, the teacher might present a series of activities to a group of students and observe whether or not the target student takes turns appropriately. Simulated observations can be used when teachers are uncertain about student performance of social skills and can assist teachers in collecting information regarding student performance of these social skills.

Discuss when and how teams might use natural or simulated observations for certain social behaviors. Ask them to generate a list of social skills that can be observed in both natural and contrived situations.

After explaining the importance and types of teacher observations, you are ready to introduce the concept of **teacher-ratings**. Show the group how to rank order students from least to most competent using the *Teaching Social Skills* Social Competence Screening Form (see Appendix H). Ask them to:

- List all the students in their classrooms in alphabetical order in the left hand column.
- Compare each student in the class to the definition of social competence.
- Rank the students on the basis of this definition from least competent to most competent in the right hand column.

Show them how the less competent students will be ranked at the beginning of the scale and the more competent students will be ranked higher and receive higher numbers.

After explaining the teacher observation method, discuss the use of student **self-report ratings** for identifying target students. As the name implies, self-reports are used to determine students' own perceptions of their social abilities. These reports indicate student awareness of their own strengths or weaknesses. Show participants the *Teaching Social Skills* Self-Report Form (see Appendix I). Discuss how to use self-reports with young children or students who have difficulty reading or writing. For example, the teacher might have to ask the questions and record the answers following a one-to-one interview with such students.

With **peer ratings** and **peer nominations**, students identify those peers who are socially accepted and those who are rejected. At this point, you might add that although these techniques would be very helpful in deciding who might benefit from social skills instruction, both of these techniques can be very intrusive. These measures might turn out to be negative to both nominator and nominee and might not add any new information to that which we already have through teacher observations and student self-reports. Since these procedures raise potential ethical questions, we do not recommend that they be used in the implementation of the ***Teaching Social Skills Program***.

Check your group's understanding of these measures by asking the following questions: what methods should we use for selecting students who might exhibit social skills deficits? Can we rely on only one method for identifying the target students?

Determine the Type of Inappropriate or Problem Behavior the Student Currently Displays

Teach participants how to identify inappropriate behavior patterns in students who fail to exhibit the prosocial behaviors listed in the ***Teaching Social Skills Program***. Draw your group's attention to the description of these behavior patterns in Chapter 3.

Withdrawn. Students demonstrating withdrawn behavior react to social problems in their environment by demonstrating fright, flight, or passive responses. Children with these behaviors often react by not reacting. Have your group discuss the characteristics of students who withdraw or passively accept responsibility for events and activities for which they might not have been responsible (see Appendix P for blackline master).

Ask participants to list the identifying characteristics of these students. Have them pinpoint social skills that can be taught to replace withdrawn behavior.

Immature. Immature students often exhibit responses that are not age appropriate. Students demonstrating these behavior patterns might cry, argue, blame others, or deny the existence of a problem. List a few defining characteristics of immature students (see Appendix Q for blackline master):

- Not accepting responsibility.
- Blaming others.
- Refusing to talk about the incident.
- Acting like a clown.

List possible social skills that immature students might need to learn:

- Accepting responsibility for behavior.
- Accepting the answer no.
- Seeking attention appropriately.

Discuss the importance of **shaping** in teaching prosocial skills to these students, where the student is taught social behaviors one at a time that build into more complex social skills.

Aggressive. Aggressive students often display hostile acting out types of behavior. These students frequently are unable to control their anger, get involved in conflicts, and fail to negotiate successful social interactions with others.

Generate a list of the defining characteristics of aggressive students (see Appendix R for blackline master):

- Not able to control anger.
- Get into conflicts with others.
- Unable to negotiate positive social interactions.

List a few prosocial skills that these students might need to learn:

- Accepting the answer no.
- Dealing with anger appropriately.
- Coping with aggression from others.

Discuss why it is important to identify the three types of inappropriate behavior patterns of the target student. How might the social skills instruction vary for each type of inappropriate behavior pattern? Is it critical to establish clear distinctions between these problem behaviors before we implement the ***Teaching Social Skills Program***? Why?

Determine If the Student Can't or Won't Demonstrate the Social Skill

The next step is to teach your group the difference between the students who can't and won't demonstrate the social skill. Ask your teams the following question: Has the student ever consistently demonstrated the target social skill?

Discuss the need to ask this question prior to the implementation of the ***Teaching Social Skills Program*** and the implications of a "no" or "yes" answer to this question. If the answer is "no," we are dealing with students who might lack the social skill, or the prerequisite social behaviors involved in the skill. Students who can't demonstrate the appropriate behavior perhaps have a skill deficit. They might not have had the opportunity to learn the skill. If the answer is "yes," we are very likely dealing with a won't student, who possesses the appropriate social behaviors but chooses not to perform those behaviors. These students demonstrate a performance deficit and need an incentive-based approach to performing social skills. Our interventions differ if the student can't or won't perform the social skills appropriately.

Next, draw their attention to the core of the ***Teaching Social Skills Program***. Clarify how it works with both types of students with regard to can't and won't. If the students ***can't*** perform the desired social skills, they need systematic instruction in social skills incorporating the model ***Teaching Social Skills*** interventions (identify, model, practice, social reinforcement, and self-control). If the students ***won't*** perform the desired social skill, they need to be provided with clear expectations, rules, and consequences for exhibiting appropriate behavior, as well as for failing to exhibit these skills. In addition to a consistent behavior management plan, the student who won't perform needs systematic instruction in specific social skills.

Determine the Content of the Curriculum

After the eligibility of a student has been determined on the basis of teacher observations, teacher ratings, or student self-report ratings, the next step is to pinpoint the target social skills. Remind participants that the ***Teaching Social Skills Program*** addresses twenty-three specific social skills (Show Appendix N). Ask them to take out their list of **Teaching Social Skills** skills where they rank ordered their students. Show the teams the next step of matching the desired social skills to the target students. Show them the *Teaching Social Skills* Student-Social Skills Matching Form (see Appendix J). Ask your teams to select the five students who were ranked at 1, 5, 10, 15, and 20, respectively, from the *Teaching Social Skills* Social Competence Screening Form (see Appendix H). Circle their performance on each of the social skills using the *Teaching Social Skills* Student-Social Skills Matching Form. Show them how Student 1 (least competent) is rated on each prosocial skill, then Student 5, then Student 10, and so on. Student 1 (the least competent student) will probably have more circles indicating deficits in many prosocial skills. Student 5 might have fewer circles compared to Student 1. Student 20 will have few circles. This matching process allows the team to collect a group of students who share a need for learning particular social skills. While it is most likely that the groups would be comprised of students at the beginning of the scale, generally more competent students who have a particular skill deficit will be identified as well.

Ask your group which students and social skills they will target for the ***Teaching Social Skills Program***. How will they make decisions about the desired target skills for students? Draw their attention to data-based decision making. Ask them to use information received through teacher observations, teacher ratings, or student self-report ratings. Ask them to identify which skills are peer-to-peer social behaviors or critical classroom behaviors. Encourage your group to focus upon selecting meaningful social skills for the student.

Define the Target Social Skills as Observable Behaviors

As the facilitator, you should establish the purpose for learning the definition and properties of social behavior. Why is it essential for teachers that they become astute observers of social behavior? How can they identify social skill excesses and deficits, maladaptive behavior patterns, or the environmental variables that might influence specific social behavior? Instruct your teams in the concept of behavior and its properties, namely that behavior is an observable, measurable, countable, and definable act of a person.

It is essential that the team members agree on the definition and occurrence of the behavior. Social skills involve patterns of actions and performances that are observable, measurable, countable, and definable. Go over each of these properties and instruct teams on how one can identify these properties in social behaviors and social skills (see Appendix S for blackline master).

- Observable: You must be able to see or hear the occurrence of behavior. Give examples of social skills that can be directly observed in the classroom (listening, following directions), on the playground (dealing with aggression), or in the cafeteria (making friends).
- Measurable: You must be able to measure the behavior in terms of frequency, duration, intensity, rate, or latency. Show your teams how to measure social skills in measurable terms. For example, how many times Johnny says hello to greet his peers during recess (frequency), Lynn's rate of using manners in a 40-minute PE period (rate), the length of time Sarah takes in joining in group activities after a teacher prompt (latency), the length of time Scott engages in interactions with his peers during free play (duration), and the loudness of Jenny's voice when she is talking to others (intensity).
- Countable: You must be able to translate the behavior into numbers so it is comparable at different phases of the ***Teaching Social Skills Program***. Systematic increases in the numbers denoting students' social skills

performance from the baseline phase to the intervention phase indicate intervention effectiveness.

- Definable: The behavior must be defined in specific terms so that two or more persons are able to agree upon the occurrence of the behavior. Ask your teams to list some of the social skills that are easily defined. Examples include: saying please and thank you, waiting one's turn, following directions, and asking questions. Then ask them to list social skills that require more precise definition of the social behaviors making up the social skill. Examples might include making friends, dealing with peer aggression, cooperating with peers, or dealing with failure. Have your teams define these skills in more operational and specific terms.

Ascertain if the group understands the properties of social behavior. One way to do this is to involve them in the Behaviors or Not Behaviors Activity (see Appendix T). The activity involves 24 phrases or terms that are examples or nonexamples of behavior. Ask the participants to put a "+" if it describes a behavior according to the definition, a "-" if it is not a behavior, and a "?" if it sounds like a behavior but needs more precise definition. Go through the list first and have participants rate each item on the list. Then go back through the list and discuss their ratings.

A second activity would be to engage the group in an observation exercise. Ask them to observe and count your handraising behavior and tally the number of times you raise your hand in a one minute time period. Begin immediately without providing a definition of handraising. Raise one hand, both hands, touch top of head, touch the wall, raise hand half way up, raise hand out from sides, as many different ways as possible—just ask them to keep counting. At the end of one minute, say "Stop." Ask for the number of hand raises. Put numbers on the chalkboard. You will have a wide range of numbers. Ask them "What is the problem?" Have participants discuss the problem of lack of definition. Let them try again with the groups' own specific definition for your hand raising. Have them establish specific criteria for what is and what is not a hand raise. After having them observe you raising your hand for one minute, list the numbers on the board. The range should be greatly narrowed. The reliability between the observers should be greatly increased.

Importance of Performance-Based Assessment

Before moving into the planning phase, participants should have a clear understanding of the concepts of performance-based assessment and data-based decision making. Decisions about student progress in the ***Teaching Social Skills***

Program should be made on the basis of direct observation of student behavior and not on the basis of indirect reports. The ***Teaching Social Skills Program*** is based upon the premise that continuous monitoring of the target social skills is an essential component for effective teaching of these social skills. You, as well as some of your participants, might be familiar with the importance of a performance-based approach to teaching social skills. For others, you will want to draw their attention to the importance of conducting frequent or daily observations of student behaviors. You could list teacher objections to data collection and discuss why teachers often have negative attitudes toward this process. List and clarify some of their concerns. For example:

- Lack of time to collect data.
- Hard to do and teach too.
- Does not help teach.
- No outside support for collecting data.

Clarify some of their concerns by discussing different applications of data collection. Ask the following questions to clarify their concerns:

- How do graphs facilitate understanding of student progress?
- How do they assist in making educational decisions?
- How do they assist in making adjustments in the teaching process?

List three purposes of frequent or daily monitoring and tracking of student behavior:

- Pinpoint the specific behaviors to monitor, either the problem behaviors or the specific replacement behaviors.
- Guide implementation of ***Teaching Social Skills Program***.
- Provide for evaluation of the effectiveness of the social skills interventions and make modifications if necessary.

Emphasize that teams are not going to rely on a single observation of the target social skill, rather that they will be involved in repeated observations and recordings of the social skills for a period of time. Ask the teams what they know about performance-based assessment and data-based decision making. Ask them to reflect on their current academic decision making processes, and how they might expand their repertoire by including strategies for frequent or daily monitoring and tracking of student social behavior. Emphasize that during the initial phases of the intervention, daily monitoring is desirable. However, when students begin to maintain the target social skills, recording can be less frequent.

Observation and Recording Procedures

Teach the participants the specifics of three types of observation and recording techniques that are most useful in the implementation of the ***Teaching Social Skills Program***.

Event recording is the most commonly employed technique for observing and recording social behaviors and social skills of students in classrooms. This procedure involves observing and recording a tally or frequency count of discrete behaviors as they occur. Examples include the number of times the student says please and thank you, the number of times the teacher's directions are followed within 30 seconds, or the number of times a child follows the ***Teaching Social Skills*** strategy for making friends. This technique is easily applied in the classroom, it does not interfere with on-going teaching, and it produces a numerical record for comparison of behavior changes due to the interventions. Show the participants the list of tools that can be used for recording data (see Appendix U). Provide participants with rules and guidelines for using this technique (see Appendix V for blackline master):

- Event recording might not be appropriate for high rate behaviors, i.e., pencil tapping, rocking, some verbal behaviors, or behaviors that occur across extended periods of time, i.e., extended conversations, attending to task, or out of seat.
- Data from this recording procedure are expressed as numbers or frequencies when the opportunity of response and the observation time are constant across time.
- Teachers can observe all day for some low frequency behaviors.
- Teachers can observe for shorter periods of time for high frequency behaviors.
- Teachers can observe naturally occurring instances of behavior or provide simulated situations to track behavioral responses. For example, teachers could provide a specific number of directions and observe and record the number of times the student follows each direction.

Teach participants the concept of duration recording. Duration recording refers to measuring the length of time a behavior occurs. Examples include how long Sam stays in positive contact with his peers on the playground, or how long it takes for Anne to join in group activities, or how long Sarah takes to follow teacher directions. Show them how to use a stopwatch to record the duration of the behavior. Give them a command to exchange their seats with their team members, or to go out for lunch break. Start the stopwatch after your command, and let it run until all teams have changed their seats or have left the room for lunch. Provide your teams with the following rules of duration recording (see Appendix W for blackline master):

- Use this procedure for high rate behaviors.
- Use this procedure for behaviors that extend for a period of time.
- Use this procedure to measure response latency, i.e., how long the target student takes to respond to a prompt or cue from the teacher.

After ensuring that the group understands these recording techniques, introduce time sampling. Time sampling involves recording the occurrence or nonoccurrence of behavior immediately following specified time intervals. Examples include positive/negative student interactions with their peers, listening/not listening, on-task/off-task, following directions/not following directions, positive conversations/negative conversations. Provide your teams with the steps and guidelines for using this technique (see Appendix X for a blackline master):

- Break total observation periods into smaller intervals (e.g., 2 hour period broken down into eight 15 minute samples, or 1 hour period broken into six 10-minute samples).
- Record the behavior occurring immediately at the end of each interval. Don't be concerned with the occurrence of the behavior ***during*** the interval.
- Record the target behavior only once per interval.
- Report the behavior as the percentage of occurrence of the total number of observations, e.g., if the student was positively engaged with her peers 6 out of the 8 observations, the behavior is recorded as .75 or 75% of the intervals that day.

Using Appendix Y, show participants how to track social skills, and how to report the percentage of occurrence of the target social skill. For example, if we want to sample how much time Susan spends positively interacting with her peers during a 30-minute recess, we can observe her every 5th minute. Draw 6 intervals of 5 minutes each. Show your teams how one might observe Susan at the end of the first interval. Susan will be observed and a mark is placed on the record sheet for the occurrence of the social skill. Mark 4 intervals for the occurrence and 2 for the nonoccurrence of positively interacting with peers. If Susan engages in interaction with her peers on 4 of the possible 6 intervals during recess, the percentage of interaction for that day is reported as 67%.

Ask participants to identify the types of social skills that can be observed and recorded best using event, duration, or time sampling techniques.

Introduce your participants to the concept of reliability. Reliability refers to interrater agreement where two or more observers systematically and continuously agree upon the occurrence of behavior. When two or more members of your team agree upon the definition, and are consistent in their observations of the target behavior, the outcome is reliability. Since the ***Teaching Social Skills Program*** applies a collaborative model to teaching social skills, it allows for both team members to systematically observe the target behavior. Reliability checks should be conducted at least twice in each phase (baseline, intervention) of the ***Teaching Social Skills Program*** to assure accuracy of the observations. Teach the following steps to conduct reliability checks:

- The two team members should serve as two independent observers.
- The team members should begin and end the observation at the same time.
- They should attend to the student's behavior, not to the other team member's recording of the behavior.

Ask each team to pinpoint one of your behaviors while you present to them. Ask them to define that behavior in specific operational terms within their teams and determine how the behavior will be counted. Then ask the team members to sit at least four feet apart. Tell them a story or a personal incident during the time when they observe your behavior for about 10 minutes. Give them a signal to start before they engage in observations, and tell them to stop when you have finished narrating the story or the incident.

Ask what behavior each team observed and how many times the behavior occurred. Write the numbers of events observed by each team member on the chalk board. Divide the smaller frequency by the larger and multiply by one hundred to calculate the level of agreement. Repeat this process with all the teams. Use the examples presented in the section on reliability in Chapter 3 and show them how to calculate reliability with event recording, duration recording, and time sampling recording (see Appendix Z).

Also, emphasize the importance of collaborative decision making. Discuss how collaborative decision making influences the validity of decisions. Have each member of the team independently develop an outline of a lesson plan to teach following directions to a student. Give them 5 minutes to work on this lesson plan. Then ask them to work in teams and develop a second outline for teaching another social skill. Give an additional 5 minutes. Ask them to compare the ease of developing lesson plans in independent versus collaborative conditions.

Establish Groups for Teaching Social Skills

Review the information in the section on how to establish groups for teaching social skills in Chapter 3. Discuss the following questions and write the responses of your teams on the chalk board:

- Why is it essential to implement the ***Teaching Social Skills Program*** with a group of students versus an individual student?
- How should we compose the groups?
- How many students should there be in each group?
- Do students in each group have similar skill deficits?

At this point, you have asked your teams to:

- Select target students.
- Determine what type of inappropriate behavior the student displays.
- Determine whether the student can't or won't perform the behavior.
- Determine which skills to teach.
- Establish groups for teaching.

Implementation of the *Teaching Social Skills Program*

Prior to implementing the program, teach participants how to identify possible obstacles to the success of social skills instruction. Ask your teams:

- Are there any materials, activities, or events in their classrooms that might adversely affect student learning of social skills?
- Will peers inadvertently punish or not reinforce newly learned social skills?
- Will other teachers support social skills training?

If there are clear signs of obstacles, remove them prior to initiating the ***Teaching Social Skills Program***. Add that there might be some obstacles that teachers cannot remove.

Strategy 1: Identifying and Defining the Social Skill

We are ready to implement the first strategy of the ***Teaching Social Skills Program***, which involves teaching the target student to identify the social behaviors and strategies involved in the performance of a target social skill. The target student must be able to list these social behaviors and strategies. At this time, point out that it is a shared responsibility of the team members to collaboratively think through the social behaviors and strategies involved in the target social skill. The target social skill needs to be defined in operational, identifiable, and specific terms. You might add that you will be providing additional information on how to define social skills in specific behavioral terms.

Ask each team to think of a hypothetical student. Have them identify a social skill that they will collaboratively teach to the target student. Then ask them to analyze the skill into simple social behaviors and strategies. Ask them to arrange those social behaviors and strategies into a logical sequence. Ask one member of each team to teach the behaviors and strategies of the target social skill to the other member of the team. The purpose of this activity is to provide the team members with the experience of teaching the components of the skill to each other. Remind them that the focus of this strategy is on analyzing the social skill into its component behaviors and teaching students to repeat those in a sequence. Your task as a facilitator is to ensure that:

- Each team generates a simple sequence of instructions for teaching this step.
- There are a limited number of social behaviors or strategies involved in the performance of the social skill.
- Each social behavior and strategy is attainable.
- The target student is able to repeat or list the component behaviors in a sequence.

Refer to Chapter 3 and have your group think through the steps of following directions (see Appendix AA for blackline master):

- Listen carefully.
- Restate the directions either out loud or to myself.
- Clarify the directions, if necessary.
- Attempt to follow the directions.
- Ask for assistance, if necessary.

Ask your teams to list the component social behaviors and strategies involved in each step of following directions (see Appendix BB).

Use examples of accepting the answer no and compromising with peers and go over the same process of identifying the steps and strategies of each skill (see Appendix K and Appendix L). After addressing questions or concerns regarding identification, you are ready to provide information on modeling of social skills.

Strategy 2: Provide the Students with Models Demonstrating the Social Skills

Review the section on modeling in Chapter 3. Provide your group with the definition of modeling. Modeling is an instructional procedure in which the desired behavior is demonstrated to prompt engagement in that behavior. The appropriately modeled behavior sets the occasion for imitation from observers. Discuss the two types of reinforcement involved in the process of modeling. Students receive vicarious reinforcement when they observe their peers being reinforced for performing a desired social skill. They are directly reinforced by the teacher when they perform the same social skill. Teachers should be consistent in providing social reinforcement to the models as well as to the target students for performing appropriate social skills. Review the steps involved in the process of modeling presented in Chapter 3.

Show your group the videotape segment, ***Listening Skills: Fifth Grade.*** Ask your group to pay attention to how the teachers model listening skills. Have your group discuss the vignette. How did the teacher model the skill components of the target social skill? Were the skill components specified prior to modeling the skill? Were the students able to repeat the components of the target social skill? Engage your group in discussing the following questions:

- How do you select appropriate models?
- How do you draw student attention to the modeled behavior?
- How do you reinforce both the modeled and the imitated behavior?

Ask your teams to think of the same hypothetical student with whom they started working. Ask your teams to identify a social skill for this hypothetical student. Have one member of the team model the skill. Have the other member provide feedback on the modeled performance of the skill. Now have them repeat the process after switching roles with a different social skill.

Ask your teams to model different social skills. For example, have one member of the team model waiting one's turn. Have the other team member evaluate the modeled performance on the basis of the following criteria (see Appendix CC for blackline master):

- Was the social skill exactly specified?
- Will the student be able to imitate the social skill?
- Was the modeled behavior simplified?
- Was the other member attending to the modeled behavior?

- Was the target social skill clearly and consistently modeled?
- Did the other member reinforce the model?

When using the technique of peer modeling, avoid negative comparisons. For example, "John, look at Matt and see how patiently he waits for his turn when I ask a question. You always interrupt when I am talking. You should pay attention to the way he waits for his turn," might result in the target student developing an aversion toward the model, as well as to the modeled social skill. Consequently, the target student might continue to engage in inappropriate behavior. Modeling is most effective when models have high status with the target students, when the target social skill is meaningful, and when teachers consistently socially reinforce the modeling and the imitation of the target social skill.

At this point in modeling, your participants should have a clear idea about how to select the target students, how to identify the target social skills, and how to provide effective models of the target social skill. The next step is to prepare your group for practice.

Strategy 3: Providing Students with Opportunities to Practice

In addition to exposing students to modeled social skills, students with social skills deficits should be provided with opportunities to rehearse or practice the target social skill with their peers. Review the essential elements of practice or role-play in Chapter 3.

Introduce the concept of role-plays and provide examples. Role-plays are most likely to facilitate the acquisition of social skills when teachers provide feedback on student performance. Remember role-plays are not designed to criticize student performance of social skill, but to provide a safe environment for practicing newly learned responses. Instruct the teams to provide positive attention, feedback, and approval for the performance of the target social skill and suggestions for improving these skills.

Show your participants how to conduct role-plays. Ask them to enact the following scenario. Judy and Sam get into a fight while their mom is talking to somebody on the phone. Their mom hears Judy crying and tells her friend that she will call her back. She asks Judy "what is the problem?" and finds out that Judy wants to watch "Scooby Doo" and Sam wants to play "Sega" at the same time. They just have one TV.

Ask the group to identify the skill that needs to be taught to both of these children. Ask for three volunteers who will enact this role-play. Assign the roles of the parent, Judy, and Sam. Ask the parent to demonstrate the skill in the role-play. Ask Judy and Sam to practice the skill. Your job as a facilitator is to provide them with feedback. What were the strengths of the role-play? How can they improve?

After the enactment of the role-play, ask your teams to think of the hypothetical student again. Have them list a desired target skill for this student. Have them generate more role-play situations that can use the target social skills. After generating the role-play situations, randomly assign those situations to one half of the teams. Have them practice those skills. Ask the other half to provide feedback.

The purpose of role-playing is to provide the target student with opportunities to participate in safe social situations and practice the steps and strategies involved in the target social skill. By observing and participating in a variety of role-plays, teachers can evaluate the effectiveness of role-plays in teaching social skills.

Strategy 4: Providing Students with Social Reinforcement

You are now ready to introduce social reinforcement. Social reinforcement is an effective intervention for developing and maintaining prosocial behaviors throughout all phases of the ***Teaching Social Skills Program***. Student identification, modeling, and practicing the desired social skill should be followed by teacher attention, feedback, and approval.

List, define, and provide examples of the three components of social reinforcement: teacher attention, teacher feedback, and teacher approval.

Teacher attention refers to providing differential attention to the student engaging in desired behavior. For example, Ms. Roberts smiles or gives a thumbs up signal when Debbie is engaged in prosocial behavior, but does not provide attention when she is engaged in off-task behavior.

Teacher feedback refers to providing specific evaluative information on student performance of social skills. For example, "Donny, you really did a great job of not getting upset with Susan. I know she has been teasing you for a long time. But you handled her with patience."

Teacher approval refers to providing specific teacher praise contingent upon student appropriate behavior. For example, "Sarah, you do so well at saying please and thank you at recess now. Everybody wants to play with you because you are polite to them."

Have your group review the guidelines and rules for providing social reinforcement presented in Chapter 3. Social reinforcement should be used throughout the ***Teaching Social Skills Program***. There might be some students who do not respond to social reinforcement alone, and who require pairing of more tangible reinforcers with the social reinforcers.

Strategy 5: Teaching Self-control

Your task as a facilitator is to make your group aware of the importance of student self-control strategies and prepare them to successfully implement these strategies with their students. Self-control involves the steps and strategies used by students to maintain or change their own behavior. The component of self-control is included in the ***Teaching Social Skills Program*** to gradually move the target student from external teacher control to internal self-control. Ask the group to list the advantages of self-control strategies:

- Self-control is practical. It is extremely difficult for teachers to monitor and intervene in every setting. Students have to learn how to manage their own behavior in order to succeed in different settings.
- Self-control is a powerful tool for altering behavior. The simple awareness of one's own behavior sometimes significantly changes the behavior.
- Self-control is a powerful generalization tool. When students become their own agents of change they are able to generalize newly learned social skills to other settings. Then, they do not depend upon the presence of the teacher, or being in the same setting where they learned the social skill.
- Self-control frees the teacher from constant student monitoring.
- It increases student independence.
- It is adapted easily to different interventions, settings, and behaviors.
- It can be used with a variety of students at one time.

Review the section on self-control strategies in Chapter 3. Use Appendix DD to highlight the three sets of skills involved in self-control. In self-monitoring, students are taught to systematically observe and record their own behavior. Review the two skills involved in the process of self-monitoring: counting and recording behaviors. Show them devices that students can use to track their own behaviors (see Appendix U). Show them the videotape segment, ***Asking Questions, Third Grade***. Generate discussion of that vignette by asking the following questions:

- What are your comments on the self-monitoring devices you see in this vignette?
- Does Sarah have a clear understanding of why it is important to self-monitor?

- How would you enhance the effectiveness of this procedure?

Present the following steps involved in teaching self-monitoring to students:

- Define the social skill to be monitored. Provide students with examples and nonexamples of the target social skill.
- Explain the purpose of self-monitoring to the target student.
- Show the student how to record the target social skill. Show how to develop a self-checklist or a Record Card (see Appendix EE), and explain how to use it.
- Provide opportunities to practice using the self-checklist or the Record Card. Show them how to use the card with different social skills. Show them how to use Record Cards for social skills that are recorded in terms of both frequencies and durations of social skills.

After ensuring that the participants have understood the concept of self-monitoring, you are ready to describe self-evaluation. Provide a definition of self-evaluation. Self-evaluation refers to a person's ability to evaluate his/her own behavior according to a preestablished criterion or standard. Clarify how social skills performance can be compared to three types of standards: the class average, a teacher designated standard, or a baseline behavior rate. When the target students compare their performance to that of other students in class, the standard is the class average for the target behavior. Other standards are established by teachers. For example, Ms. Berg provides students with extra free time when they follow all her directions for 5 days in a row. Sam is able to compare his performance to this teacher-designated standard. In the ***Teaching Social Skills Program***, we encourage students to compare their current behavior with their baseline rates. After engaging in self-monitoring, students learn to compare their current behavior with that of the baseline phase before self-monitoring was implemented.

In self-reinforcement, students select and deliver positive reinforcers to themselves contingent upon desired social behaviors and strategies. Review the steps for teaching self-reinforcement in Chapter 3. Discuss how to involve students in selecting their reinforcers and in establishing criteria and response requirements for reinforcement. Develop a reinforcer menu by having your teams list all the possible privileges or activities that the hypothetical student might choose. Ask your group to generate a few examples of self-reinforcing statements that their students might use. For example:

- I am proud of myself.
- I am glad I could ask questions in my math class.
- I was very upset during recess, but I am glad that I could control my anger.

- I did a great job following directions today.

At this point you have presented information on all the components of the ***Teaching Social Skills Program*** as they apply to teaching students who can't. Now point out how to implement this model with students who won't. Review the two interventions described in Chapter 3 for these students. Intervention 1 involves providing these students and their peers with a clear set of school or classroom rules, expectations, and consequences. The purpose of this intervention is to let students who won't know what is acceptable and what is unacceptable. Rules and expectations should be stated clearly and explicitly. Consequences should be applied in a predictable manner. Intervention 2 consists of applying the model ***Teaching Social Skills*** strategies to review for the student the expected behaviors and strategies for demonstrating desired social skills. These students usually benefit from both an effective behavior management plan and the systematic instruction in social skills.

At this point you have presented information on what the ***Teaching Social Skills Program*** is, how it works, what the instructional components of this program are, and how we implement the program with students who can't or won't perform the skill. Ask your teams to clarify their concerns and questions about the ***Teaching Social Skills Program***. Make sure that all questions pertinent to the program have been addressed.

Evaluate the Effectiveness of the *Teaching Social Skills Program*

Now you are ready to provide your group with information on how to assess the effectiveness of this program with the target student(s). Review information on how to identify and define the target social skills in operational terms, how to record the social skills, and how to establish reliability. After the participants have mastered the skills of defining the behavior, counting and recording the behavior, and establishing reliability of the behavior, introduce them to the concept of baseline. Baseline refers to counting the target social behaviors prior to intervention. It provides a standard by which we can compare the intervention effects. It also allows us an opportunity to determine if there are any environmental variables influencing the behavior prior to implementing the ***Teaching Social Skills Program*** interventions.

Show your participants how to record baseline data on the graph. Teach the teams the following steps:

- Draw the Y axis on the board and tell them that the Y axis or up the left axis signifies the behavior being measured.

- Draw the X axis on the board, and tell them that the X axis or across the bottom axis shows time in days, sessions, or weeks.
- Label the axes. For example, plot 1, 2, 3, 4, etc., for days on the X axis, and 0, 5, 10, 15, 20 for the number of directions followed on the Y axis.
- Label the baseline, and start plotting the number of directions followed by Susan each day during baseline. For example, on 1, 2, 3, 4, and 5 days she followed 5, 0, 5, 5, and 0 directions, respectively.
- Show them how to connect data points.

Also discuss if the baseline graph indicates an ascending, descending, or stable trend. An ascending baseline indicates systematic increases in the behavior and the data points, whereas a descending baseline represents a receding trend in the behavior and data points. A stable baseline indicates consistency and predictability in the behavior and data points. In general, in the ***Teaching Social Skills Program***, baselines last for 5 days on the target behaviors. Provide the teams with a rationale for establishing a baseline.

After the participants have grasped the idea of collecting baseline data, show them how to continue graphing the data during intervention phases. Show them how teacher decision making is guided by graphic displays of student progress. For example, a graphic display of student progress assists in indicating if program modifications are necessary, if we should add instructional components, or if we should take out unnecessary elements of instruction. For example, are the instructional components of modeling and role-playing solely responsible for promoting a particular social skill, or should we add token reinforcement, and when should we add token reinforcement, or should we remove one of these components? These questions can be addressed effectively when we continuously analyze student progress on the graphs of behavior.

Analyze the Effectiveness of the *Teaching Social Skills Program*

After the teams have learned how to graph social skills performance of target students, teach them how to analyze the effectiveness of the ***Teaching Social Skills Program***. Introduce the concepts of the changing conditions or ABC design and multiple baseline designs.

Show Appendix FF to explain the changing conditions, or ABC design. Show them how this design is used to investigate the cumulative effectiveness of an intervention program or the effects of each component within the intervention with a student or group. Explain how this procedure might be used to analyze the effects of each component of the ***Teaching Social Skills Program*** in promoting following directions. After maintaining a baseline phase for five days, introduce the first strategy, identification. Then, modeling and role-playing interventions are systematically applied in a sequential manner. After the student has acquired an appropriate level of following directions, we apply the component of self-control. Performance data are continuously collected and graphed throughout the implementation of the ***Teaching Social Skills Program***.

Pass out graph paper to each member of the team. Show them how to draw the X and Y axes. Remind them that the Y axis depicts changes in the social skills, and the X axis indicates time. Ask your teams to draw the axes on their graph papers. Label the phases (i.e., baseline, identify, model, role play, and self-control). Ask the following questions to generate discussion:

- How long should the baseline continue?
- How many students can be targeted for the intervention at one point in time?
- How many graphs should you have if you have targeted 5 students for teaching how to greet others?
- How many graphs should you have if you are teaching two social skills to 2 students?
- How will you decide when to move to the next phase of the intervention?
- How will you decide to move on to the self-control phase?
- What will you decide if the data indicate that the target student has increased the target social skill to the criterion level during the phase of identification and is maintaining that skill for a period of time? Would you still continue with the other phases of modeling or role-playing? Or, would you move the target student directly to the self-control phase?

Discuss how this design allows for combining the phases. For example, if the target student does not respond to the modeling phase alone, combine it with role-playing. It is only by continuous monitoring of student performance of target social skills that we can make these decisions.

The multiple baseline is an alternative method for evaluating the effects of the ***Teaching Social Skills Program***. Program effectiveness is demonstrated by multiple baselines across behaviors, students, or settings. Show them Appendix GG, illustrating each type of multiple baseline design. The multiple baseline across behaviors design is most suitable when a student or a group of students demonstrate difficulty in two or more social skills in one setting. The target student or group of students then is observed on two or more target social skills and baselines for these target social skills are established. Once the baselines are established, the ***Teaching Social Skills Program*** is applied to one of those social skills. After ensuring that the changes in the target behavior are associated with the application of the ***Teaching Social Skills Program*** interventions, the interventions are applied to the next target social skill. Go over the example of teaching three types of manners. Show them the three baselines on saying please and thank you, appropriately greeting the other person with hello, saying good-bye when exiting, and addressing a person by his or her name. After maintaining baselines on all three target social skills for five days, the ***Teaching Social Skills Program*** is first implemented with the first target behavior, saying please and thank you, while continuing the baselines on the other two social skills. If systematic increases in the first target social skill occur, the sequence of the ***Teaching Social Skills Program*** strategies is similarly applied to the next social skill. If systematic increases are demonstrated for all the target social skills, the ***Teaching Social Skills Program*** is effective and responsible for behavior change.

After ensuring that your participants have understood the concept of multiple baseline across behaviors, teach the multiple baseline across students design. Provide them with an example of this design. The multiple baseline across students design involves identifying two or more students or groups of students who have difficulty in one particular social skill in one setting. The ***Teaching Social Skills Program*** strategies are applied to the first student or the group of students while continuing the baselines on the target social skill of the other students or groups. If the ***Teaching Social Skills Program*** strategies are found successful with the first student or the group, they are applied to the second student or group. Ask them the following questions:

- What is the target social skill?
- How many baselines are collected? What was your rationale?
- When would you decide to implement the intervention with each student or group?

Now you are ready to expose your participants to the multiple baseline across settings design. Provide them with the example of the design. The multiple baseline across settings design refers to collecting data in two or more settings on one target social skill of one student or group. Demonstrate how data are collected on a group of students exhibiting problems with following teacher directions in the resource room, the regular classroom, and on the playground. Ask them the following questions to clarify the graph:

- What does each baseline indicate?
- How many settings are involved in this graph?
- How do you decide when to move the intervention to the next setting?

Ask your group to develop hypothetical multiple baseline graphs across three target social skills, three students, or three settings. Give them graph paper.

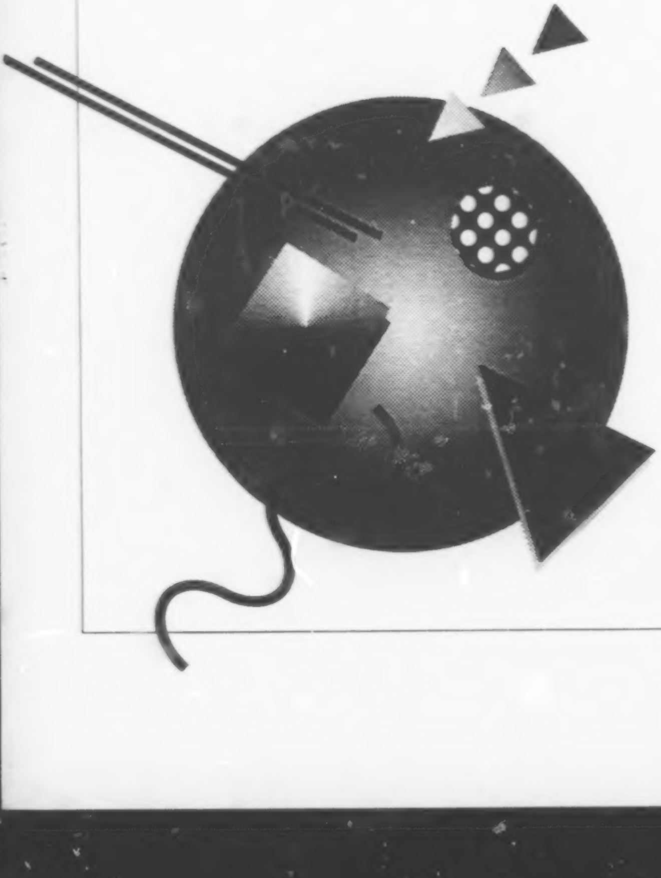
Have them decide on the skills, the students, or the settings. Ask them to plot hypothetical data points on the graph paper. Clarify their concerns. Remind them that data collection is not an end in itself, but is a means to ***demonstrate*** how effective we have been in teaching social skills.

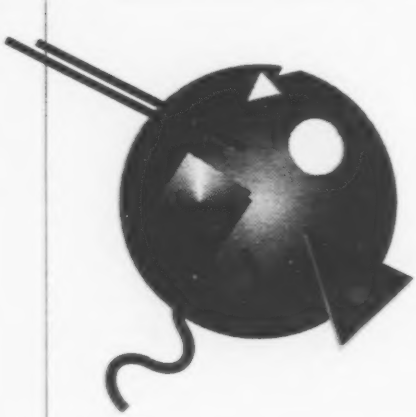
Putting It All Together

A complete lesson plan designed for intervention purposes with a small group that was developed by one teacher is found in Appendix TT. It sets forth the lessons and assessment procedures. Share this lesson with the group.

Your group should now be ready to try out the ***Teaching Social Skills Program*** with their own student(s). Encourage the group to select a manageable skill and a student who is open to change. Set a time for them to reconvene to share results.

Chapter 5





Chapter 5

Teaching Social Skills in the Classroom

Students have always needed social skills to navigate the classroom environment. Rules, procedures, and transition patterns all require students to behave in responsible and socially appropriate ways. Students who do not follow acceptable practice soon find themselves being disciplined. Getting along in the classroom is an important part of school success.

However, increasingly students are being required to demonstrate social skills in the context of academic lessons. New curricular reforms in all of the major subject areas—language arts, science, mathematics, and social studies—promote standards that are best met when students work collaboratively to solve problems, analyze and integrate information, and disseminate their learnings (Warger & Pugach, 1993; Warger & Pugach, in press). Teachers have responded by designing high quality lessons that require students to work together. Thus, social skills are now key to accessibility of the core curriculum. In other words, students who do not have critical classroom social skills will have a difficult time accessing the curriculum. Without basic social skills such as listening, following directions, waiting one's turn, using manners, seeking help appropriately—to name a few—students will lose out on essential academics, and be denied positive learning experiences with their peers.

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In this chapter, we take a look at how ***A Collaborative Approach to Teaching Social Skills*** framework is helping teachers build social skills instruction into their daily classroom programs to improve learning. Elements of the ***Teaching Social Skills Program*** have been adapted for large group preventive purposes. The chapter is organized as follows:

- Overview of how ***A Collaborative Approach to Teaching Social Skills*** framework is applied in the classroom to support learning.
- Facilitator's guide.

Applying the Framework in the Classroom

Many teachers find teaching social skills to the entire class preferable to targeting an individual student or small group. The ***Collaborative Approach to Teaching Social Skills*** framework is designed for this use (see Appendix F).

During the first phase, teachers plan the curriculum. They determine what social skill they want to teach. They then define the social skill by identifying the specific behaviors or steps. They also decide what type of performance assessment will be used.

Once teachers have identified the skill they will be working on, they move into the second phase where they decide how to implement their instruction. They are free to use their own style and creativity in planning lessons—the only requirement is that they use the four instructional strategies which research and best practice have demonstrated to be critical to success:

- Direct teaching of the social skill steps.
- Modeling.
- Practice.
- Social reinforcement or feedback.

Teachers review the school day to target naturally occurring opportunities during which students can apply their new learning. Finally, teachers plan how they will move the students into the self control phase. The videotape segment, ***Listening—First Grade***, provides an excellent example of the framework in action.

Planning the Curriculum

One of the most difficult—and critical—tasks for teachers is defining the social skills curriculum. Teachers know what skills are critical to classroom success, though, and they know best what their students need, so they are in a true sense the best persons for this task.

There are three ways by which teachers typically select a social skill for instruction:

- Identify the social skills which students need in order to follow classroom rules. For example, what does it mean to "be nice" or to "show respect"? Teachers apply the social skills framework to introduce and teach the classroom rules and procedures making up the classroom management system.
- Review the lesson plan for prerequisite social skills. For example, if students are expected to work in a cooperative learning group to solve a mathematics problem or to present their short essay orally to the group, then students must have the appropriate social skills to participate successfully. Teachers apply the social skills framework by teaching the prerequisite social skills the same way they would other basic academic skills.
- Identify a scope and sequence of social skills developmentally appropriate for the particular grade level and performance abilities of the students (see Appendix NN for a teacher-developed scope and sequence for listening skills). For example, teachers undertake a parallel curriculum that focuses on social skills (see Appendix HH for a teacher-developed scope of skills appropriate at the first grade level). To ensure validity of their selection, most teachers choose social skills that can be practiced and used in daily classroom activities.

Once teachers have targeted a social skill for instruction, they need to define it. This entails describing the steps of the skill in observable terms. In some cases, depending on the particular group of students, teachers will customize these steps. For example, consider the first step for sharing ideas in a group that a fifth grade teacher identified:

- Listen carefully to the speaker.
- Look at the person because it shows I am paying attention.

- Look at the person as I would someone who I liked.
- If I agree with what the person is saying, smile and/or nod.
- Lean forward periodically to show that I am interested.
- Keep looking at the person, even if I hear noises from somewhere else in the room.

As you might have noted, the behaviors for this first step are very specific. In fact, they might be too specific or too comprehensive for your students. In this particular example, the teacher had a number of students who were very distractible and immature. Their attention spans were extremely limited and they were very prone to making silly faces at one another. The teacher, keeping these characteristics in mind, built her curriculum to support learning and directly taught each behavior to the students.

Once teachers have defined a social skill, they are ready to design the performance based assessment technique to measure it. The emphasis should be on collecting performance information that can be used to improve instruction. Most teachers use a pre- and post-test design; that is, they look for evidence that the students possess the skill prior to instruction (mastery should be limited at this point) and again after formal instruction (see Appendix ZZ for a sample baseline form). The key is to find a manageable way to track whether or not any of the social skill steps are present—if they are, then teachers should build upon this foundation and if they are not, teachers can assume that they have targeted a valid skill to be taught.

If the teacher is working alone, then they can scan segments of the group at different times. For instance, At 9:10 they note how many students in the first 2 rows waited their turn to speak. At 9:20 they repeat this observational scan for rows three and four, and at 9:30 for the remaining students. They might do this several times throughout the day until they get a good picture of the group's ability. If the teacher is collaborating with another teacher, then it is often preferable to team when collecting assessment information.

In any case it is important that what is being taught is actually what is being measured. Typically, teachers will look for students who are not doing something and record their transgressions—which is inappropriate for an instructional model. The emphasis should be on assessing the presence or absence of a skill.

Planning Instruction

There are two stages to lesson planning:

- Direct teaching of the social skill.
- Practice and application.

The first stage takes the form of a typical activity or lesson. Teachers craft the lesson using all of the principles of effective instruction—the only difference is that they must directly teach the specific steps or behaviors that make up the skills. They also need to incorporate modeling, feedback, and practice into their lesson.

Teachers should be encouraged to use their imagination and creativity when designing lessons. For example, teachers in Farmington, New Mexico (who are featured in the videotape segment, ***Waiting One's Turn***), wrote a poem for students and engaged them in a choral reading exercise (see Appendix II for lesson plan). A teacher in Baton Rouge, Louisiana, incorporated the social skill of cooperating with peers into her thematic unit on fairy tales (see Appendix JJ for lesson plan). Teachers have used mediums such as art, music, puppetry, children's literature, and creative writing to engage students in learning about the social skill (for a description of how creative drama can be used to introduce social skills, see Warger, 1988). Some teachers have chosen activities from commercially sold social skill curriculum packages. Selected lesson plans developed by teachers at our field test sites are included in Appendix KK.

Most teachers have found that students benefit from visual aides that identify the steps. Posters and bulletin boards can be created to remind students of the specific steps. One teacher had students make their own booklets which described the steps. These booklets doubled as a reflection tool during the self control phase.

Once the initial lesson is completed, teachers review their daily plans for naturally occurring opportunities in which students can practice their newly learned social skill. The social skill is treated as a parallel curriculum focus. For example, let's say that students are practicing manners. Prior to recess, the teacher takes a minute to review the steps to saying please and thank you when requesting playground equipment. In the videotape segment, ***Following Directions - Second Grade***, teachers use the technology lab as an opportunity for practicing and using the social skill, following directions. Before leaving for the lab, the classroom teacher reminds students of the steps.

During application times, teachers must reinforce and provide positive feedback for appropriate skill demonstration. If a student is having difficulty, the teacher can model the steps or draw the student's attention to another youngster who is demonstrating the skill. Most teachers find that it helps to post the steps prominently in the classroom as additional support.

Moving to Self Control

One of the most challenging tasks in implementing the social skills approach is finding a time effective and efficient way of conducting performance based assessment and monitoring the self control phase of the framework. While teachers still find that individual students need the help of a self control card (as described in Chapter 3 and shown in Appendix EE), classroom contingencies are often used for reinforcement and tracking successful performance. Field-test teachers used a variety of creative strategies to collect and track students' growth on the targeted social skills. Following are some of their ideas:

- A first grade teacher incorporated the children's favorite literary characters into her assessment. Using ***Babar*** as the theme, a large jar was given to each table (seating 4 children). Periodically, the teacher would stop and scan the room to see if students were performing the social skill. If the table was successful, then children were invited to walk as Babar over to the peanut dish and take a scoop. The peanuts were then deposited in the jar back at the table. The teacher keeps track of the peanuts for assessment purposes. Using ***Clifford*** as the theme, a Clifford doll is perched on the left side of the blackboard. Throughout the day, the teacher checks students' social skill performance. If Clifford is pleased, he moves a notch to the right. The teacher keeps track of how long it takes Clifford to move to the opposite end of the blackboard. When Clifford makes it to the end, the children have a celebration.
- A fifth grade teacher has students self monitor by making pencil marks on a piece of tape stuck to the desk. She also counts behaviors by dropping beans into a jar.
- A second grade reading teacher uses older peers to document children's listening skills. Eventually, second graders will perform the same service for other children.
- Teachers in a fourth grade class found that a knitting counter worked well for a student who was at the stage of self monitoring. The student was taught to move the counter each time she successfully demonstrated the social skill. At the end of each lesson, she recorded her scores on a tally sheet.

- A fourth grade team created a large thermometer. The headline stated, "We're Cooling Down." Each time the group followed the conflict resolution steps in dealing with a problem, they got to remove a strip from the thermometer. When the thermometer was blank, the class enjoyed an ice cream party.
- Students develop skills in following directions. As they master steps, they receive chocolate candy wrapped in foil. Students paste their foil onto a large poster-size drawing of the candy. When the poster is covered with wrappers, students will be treated to a candy-making event where they will demonstrate their social skill.
- As students demonstrate their new skill, adults use hole-punchers that punch out duck shapes to mark their self-control cards. The students paste their ducks onto a poster of a lake. When the lake is filled with ducks, the students will be treated to a picnic at the park.
- Kindergartners earn parts of a puppet for listening. Once the puppet is completed, students will earn time to talk to the listening puppet.
- Teachers in an elementary school targeted cafeteria behavior. They created a chart showing all of the social skills and classrooms which was hung prominently in the cafeteria. Monitors recorded appropriate social skills during meals. When an entire classroom met with success, they were allowed to plan a special lunch.

As these examples demonstrate, tracking performance assessment can be fun. Students enjoy seeing progress unfold. The key is consistency. If you want students to be proud of their learning, then you need to acknowledge their efforts.

Facilitator's Guide

Curriculum design can be one of the most active and creative aspects of your professional development session. Some facilitators actually conduct this segment as a quasi-"make-it-take-it" workshop during which time teachers create the actual lesson materials they will be using. While we expect that you will use your own style and preferences in planning this segment, there are several topics which should be covered:

- Understanding how the framework looks in the classroom.
- Identifying and defining the social skill curriculum.
- Planning lessons.
- Ensuring generalization of skills.

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A sample agenda is found in Appendix LL. In addition, suggested activities and strategies for each of these topics follows.

Applying the Framework to the Classroom

First, it is important that you review the framework with the participants (see Appendix F for the blackline master). As part of your review, consider showing a classroom example. The videotape segment, ***Listening—First Grade***, is a vignette which works well when re-introducing the framework. Ask the group to watch for how Ms. Miller and Ms. Dominique' apply the instructional strategies to their lesson.

Identifying the Social Skill Curriculum

The goal of this stage is to have the participants identify and define a social skill that they plan to teach. Your role as facilitator is to assist them in feeling comfortable completing this step.

In preparing for curriculum identification, review with the group the three entry points (a blackline master is found in Appendix MM):

- Identify the social skills which students need in order to follow classroom rules.
- Review the lesson plan for prerequisite social skills.
- Identify a scope and sequence of social skills that are developmentally appropriate for the particular grade level and performance abilities of the students.

An activity that helps participants use these categories to select social skills follows.

> **Classroom Rules.** *Ask the group to share their classroom rules. Ask them to clarify what it means to "be nice" or to "show respect" or to "get along with others"—all of which are typical rules found in classrooms. Ask them also to review their classroom management system and to identify what social skills students will need in order to be successful.*
>
> **Lesson**. *Invite the group to select one of the following instructional formats: a jigsaw cooperative learning activity; oral presentation of a report; a small group science experiment; a small group math problem solving activity. Ask them to generate a list of social skills that would be required for participation in the activity.*

Review Scope and Sequences. *Teacher-developed scope and sequence lists for listening skills and solving conflicts are found in Appendix NN and Appendix OO. A list of social skills appropriate for first graders is found in Appendix HH. Have your participants review these for completeness and clarity. Encourage the group to suggest changes that reflect their own styles and the characteristics of their student group. If you are conducting the professional development session over time, instruct individuals to conduct an observation using one of these social skills. Have them select one or two students in their classroom and observe the student for evidence of the various social behaviors.*

Once participants have a grasp of selecting social skills that are directly related to successful classroom performance, ask them to pick a social skill for instruction. As a special note, we have found that teachers typically want to tackle very complex skills for their first instructional outing. We strongly urge you to discourage them from selecting a complex skill for their first trial and to pick one that is more manageable.

The next step involves defining the social skill they plan to teach. The following activities can be used to assist the group in defining the curriculum for their targeted social skill.

Teach Your Partner. *This activity can either be done with partners or with you as the learner. Pick a social skill such as listening. Have the group direct you in performing the behavior. The key to making this demonstration work is to only do what they tell you to do. For example, if you are working on listening and they have not told you what to do with your feet, feel free to move them around.*

Identify Social Skill Steps. *In this activity participants working with partners or as teams actually create a map of the social skill. Instruct them to pick a social skill and begin by identifying the subskills. From there, have them identify the specific steps or behaviors that make up the subskills. We have found that it helps to use chart paper and post-its. Have the group display their curriculum maps.*

Review the Teaching Social Skills Program. *If you have a copy of the* **Teaching Social Skills: A Practical Instructional Approach** *(Rutherford et al, 1992) manual, have participants review how the authors broke the different social skills into steps or subskills. A fun activity is a data dump. Assign each person (or pair) a social skill from the manual. Give them a piece of chart paper and marking pen. Ask them to write everything they know about that skill on the chart paper in 3 minutes. At the end of the time, exchange papers and repeat the task until everyone has had a chance to write down their knowledge of the different skills. Ask the original individual or pair to then organize the information into a scope and sequence for the skill.*

The final task of this stage involves designing a visual aide of the social skill steps. Some teachers will choose to design a chart, while others might create a bulletin board. In one school, a teacher actually designed a visual pathway (patterns of students' feet) which she affixed to the hallway floor with reminders written on them. As students went to other rooms, they had a visual reminder of the steps to taking responsibility for one's actions during transition.

Designing Lesson Plans

Lessons should be planned using the elements of effective instruction. They should also include the essential instructional components (see Appendix G for a blackline master):

- Direct teaching of the social skill steps.
- Modeling.
- Practice.
- Social reinforcement or feedback.

When planning the initial lesson, it is important that teachers understand that the lesson can be conducted in a very straight forward manner (go over the steps, have the students repeat them, model the steps, ask the students to practice them, and reinforce performance) or very elaborately. The key is to have the lesson fit the teacher's style.

The goal of this segment is have participants design an initial lesson to teach the social skills. Consider the following activities to support the participants' work in completing this task:

> **Watch Videotape Segment.** *It is helpful to begin this activity by showing the videotape segment,* **Waiting One's Turn - Third Grade.** *Ask participants to note how teachers incorporated language arts techniques into the lesson, as well as how they handled infusing the social skills framework.*
>
> **Introducing Respect.** *Sometimes it helps participants to experience a highly motivating activity designed to elicit their prior knowledge about a social skill. A series of activities to introduce respect are found in Appendix PP. If you are working with a large group, have the groups work in teams. If you are working with a small group you*

might want to select several for use that you can all do at once. In any case, have the participants share their work and discuss their reactions.

Review Lesson Plans. *A number of teacher-developed lesson plans are found in Appendices II, JJ, and KK. Pass out the lesson plans and have participants review them for ideas.*

Children's Books. *There are numerous children's books which deal with social skill themes. Most teachers enjoy reviewing books for possible use in a social skills lesson. Either ask teachers to bring in their favorite books that have a social skills theme or bring your own selection. Pass out the book. Ask participants to devise ideas for using the book to teach a particular social skill. Share ideas with the group.*

Review Commercial Materials. *There are a number of pre-packaged curriculum guides which include activities. Bring a selection of these to the session and encourage the group to review them for ideas. Remind the group that the activity needs to support learning the identified social skill. Further, if a particular activity does not make reference to the essential teaching strategies, then ask the group to describe how they could modify it. Some facilitators have found it useful when conducting this activity to begin with a sample activity and model how it might be adapted. Once participants understand the task, then they can work independently. A sample activity for use is found in Appendix QQ.*

Teach a Lesson. *If time permits, it is helpful to have participants teach a lesson to the group. The group can offer feedback on their participation. As a facilitator, watch to make sure that the essential instructional strategies are incorporated into the lesson.*

Ensuring Generalization

There are two ways that teachers support generalization: application by targeting naturally occurring opportunities throughout the day for practice; and self control. Consider the following activities:

Show Videotape Segment. *In preparation for this segment, consider showing the videotape segment,* **Following Directions—Second Grade,** *in which a classroom teacher teams with a special educator and technology teacher to help students apply their skills out-*

side of the classroom.

Schedule Application. *Have your participants review their students' day by writing out the schedule on chart paper. Ask them to highlight the times when the students will have a chance to demonstrate the social skill.*

Visual Support. *Review the concept of group contingencies with your group. Share some of the examples from field-test sites. Invite the group to design a group contingency that supports the selected social skill.*

Self Control Form. *Some students benefit by having a self control card with which they track their progress. A teacher-developed example is found in Appendix EE. If you have a copy of the* **Teaching Social Skills** *program guide, share examples of the various forms. Or, you could show the videotape segment,* **Asking Questions—Third Grade**, *for an example of a self control form.*

Moving Ahead

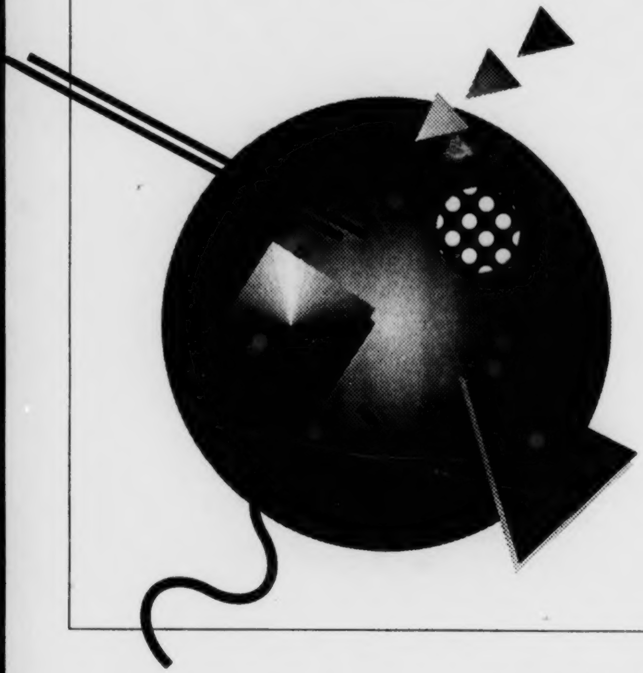
By the end of this segment, each individual should have:

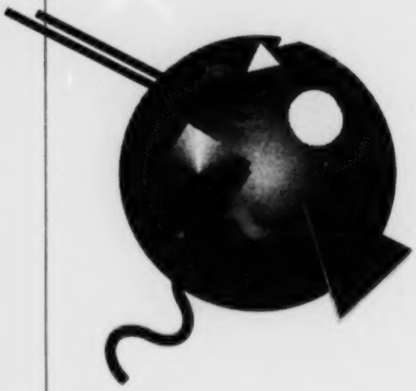
- Identified and defined a social skill for instruction.
- Developed a performance assessment tool.
- Designed a lesson plan and visual supports.
- Targeted naturally occurring opportunities throughout the day for practice.
- Built a group contingency.
- Created a self control card or tool.

As teachers develop these plans and tools, encourage them to share with one another. In one school, teachers actually purchased a file cabinet that was devoted to teacher-made social skill tools and lessons.

In the next chapter we review implementation considerations. As you move ahead, keep in mind that the key is to keep it simple. As you saw in the videotape segments, social skills can be taught with little fanfare and still be effective.

Chapter 6





Implementing *A Collaborative Approach to Teaching Social Skills*

While it is preferable to implement the professional development experience either with an individual team (if you are a teacher leader), or with several teams (if you are conducting a workshop), the training can be conducted with individual participants. Because ***A Collaborative Approach to Teaching Social Skills*** is an instructional framework, it can be tailored to different situations with similar success. Hopefully, the information contained in the previous chapters has provided you with ample support in building a quality training workshop.

In some cases, you will be called upon to support implementation. As is true for most innovations, educators' success with ***A Collaborative Approach to Teaching Social Skills*** increases with coaching and monitoring. If you are asked to serve in this role, you will need to determine at the very least an implementation plan for how implementation will occur. In addition, you will take on the role of shepherding the process which entails ensuring that practitioners have the necessary supports.

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In this chapter, we cover the following topics:

- Building an implementation plan.
- Supporting teachers.

Building an Implementation Plan

As was stated earlier, the actual training takes a minimum of two full days to complete. As with any professional development program, ***A Collaborative Approach to Teaching Social Skills*** is strengthened when time is built into the program for guided practice and feedback in classrooms.

Encourage your participants to set a date ***before*** they leave the training of when they plan on implementing their first social skills lesson. If you have the luxury of observing in their classrooms, arrange a time to visit. For maximum benefit, set a follow-up meeting time for participants to share their initial experiences.

As was pointed out earlier, it is important that teams share meeting time and students; otherwise, the challenges of working together to plan a curriculum tend to be too great. Encourage the team to select the same social skill for initial implementation.

Some facilitators find that monitoring tools help facilitate the process when they are unable to work regularly with teams. The ***Teaching Social Skills Log*** (see Appendix RR) and the ***Collaboration Log*** (see Appendix SS) are easy to use tools which provide a running record of teachers' progress. Encourage the teams to keep records of their decisions and ideas.

Finally, make sure that educators have a plan for communicating with families and the community about their work. In some districts, social skills has become confused with affective education and character education. Help your group outline the differences:

- Social skills are observable behaviors which help the student achieve success in the classroom.
- Social skills support compliance with official school and classroom rules.
- Social skills offer students an option in how to behave. They can still choose to behave as they wish.

One issue which often comes up concerns cultural diversity. It is paramount that educators respect cultural and ethnic differences in selecting social skills and defining the behaviors or steps. In cases where the school expectations differ from those of the family, then it is important for teachers to acknowledge and respect those differences. For example, in one school teachers actually taught the students ways to show respect toward elders in an Anglo relationship and ways to show respect when in the presence of elders who are Native Americans.

Finally, the building principal needs to be informed and included in discussions. Often times the administrator becomes one of the strongest advocates for the program. For example, in one school, the principal used part of the morning public announcements to reinforce the social skills that teachers had selected by acknowledging students and classrooms who had reached a level of achievement. In another school, the principal organized release time so that teachers could have extra time to plan.

Some districts and teacher preparation programs have taken a more global look at implementation. A brief description of selected models follows.

Implementation Within a District

A trainer of trainers model lends itself well to ***A Collaborative Approach to Teaching Social Skills***. In such a model, trainees learn the methodology and successfully implement it. They then self-select to continue as peer trainers. They receive training in adult learning approaches and develop agendas that can be implemented with their colleagues.

In some cases, teachers from the same building are trained by these trainers. They receive on-the-job training and coaching. This model works well for new teachers in the building or when a new member joins a pre-established team.

In one of our field test sites, we targeted a school in a large urban district for training. Teachers implemented the program and then self selected as trainer of trainers. During the second year, they trained teachers in another building in the approach. Each month they spent a day observing and serving as peer coaches.

In another field test site, the supervisory staff in the department of special education, along with selected teachers were trained in the approach. They implemented the approach and then self selected to be trainers. The special education staff working with the teachers targeted a team in the teacher's building for training. The special educator served as a facilitator and the teacher as a peer coach as the newly trained teams undertook implementation.

Similarly, in many areas, the county or regional office has responsibility for conducting staff development. In one of our field test sites, staff developers from a large regional service center participated in training. They implemented the training with teams from the different districts serviced by their service center. Again, after successfully implementing the social skill approach, teachers from the teams self-selected to become trainers in their district. Service center staff conducted the training, which included on site observations.

Partnerships Between University and Public Schools

A Collaborative Approach to Teaching Social Skills can be integrated into teacher preparation programs. Teacher educators have integrated the content into their methods and behavioral management courses. Learning is enhanced when students have an opportunity to practice their skills in classroom settings.

In one university, students are expected to conduct a formal observation and teach a social skills lesson. Student interns are also teamed with social work interns to collaborate around a student who has significant social skill deficits.

In another university, a teacher educator has formed a partnership with one of our field test sites. Student interns receive six hours of training and are assigned the tasks of observing a student and teaching a social skills lesson. As an added benefit, teachers who have been trained in ***A Collaborative Approach to Social Skills*** serve as peer coaches to the interns. A complete description of this model is found in Appendix UU.

Summary

As the above examples demonstrate, there are many ways to orchestrate implementation. One final word: If you are considering a trainer of trainers model, make sure that participants successfully implement the approach ***before*** they begin training to be trainers. Becoming proficient in identifying skills and the behaviors that make up those skills, generating ideas for lessons, and developing classroom-friendly performance based assessment tools takes time and practice. With experience comes a level of proficiency and sensitivity that is critical for success as a trainer.

Supporting Teachers

As educators begin to implement the approach, certain challenges can arise. As we are advocating a collaborative model, there are certain issues which arise that are directly related to that structure.

In addition, there are several mind set issues which can undermine successful implementation. One of the most common occurs when educators mistakenly substitute social skills instruction for discipline. The other most common issue involves taking short cuts in carrying out the framework.

What Makes Collaboration Difficult in a Social Skills Context?

Although collaboration can greatly enhance the effectiveness and efficiency with which teams implement ***A Collaborative Approach to Teaching Social Skills***, there are certain system and interpersonal issues that can arise which make implementation a challenge.

From a system level, collaboration is enhanced when the following supports are in place:

- Time is adequate for planning and implementing the approach.
- Collaborators have equal status.
- Collaborators share students.
- Shared planning time is available.
- Individuals have a choice with whom they will collaborate.

Time issues generally take precedence over the others. Some of the ideas which educators have found useful in addressing this issue include:

- Block out time where students are directed to other settings freeing educators to plan. Examples include bringing in specials during a specified afternoon.
- Administrator supervision of classrooms, which frees up teachers to meet.
- Choice of co-collaborator: When people enjoy working together, they tend not to mind an occasional late meeting. In fact, in one of our field test sites, teachers turned their planning meetings into a monthly dinner event.
- Authority to reallocate or reconfigure resources can help free up time. For example, a roving substitute can be used to free up teachers to meet. Freeing up a teacher from some extraneous duty (e.g., recess supervision) can also result in increased time for planning.
- Parent support has been a major factor in purchasing materials, creating materials (such as the posters defining the social skills), and in some cases, freeing up teachers to meet.

In addition to these system issues, certain interpersonal issues can also arise that are directly related to implementing social skills instruction. Some of the most common follow (for a more detailed description of the role that resistance plays in school-based collaboration, see ***Strategies for Teacher Collaboration***):

- ***Give Up Control.*** Some teachers and specialists find sharing responsibility for instruction difficult. For consistency purposes, all of the team members must agree to a definition of the social skill and agree to reinforce it—which can be difficult if an individual member does not agree.
- ***Anxiety: New Content and Role.*** A number of teachers do no believe that it is their role to teach social skills. Moreover, they are uncomfortable with the content, having had little prior experience with it.
- ***Own Behavior May Be Part of Problem.*** In some cases, the individual may be contributing to the problem behavior. For example, the individual might model inappropriate problem solving skills or listening skills.
- ***Picking Social Skill to Target.*** There is always the danger that an individual teacher will want to pick a social skill that he or she prefers but that, in the big scheme of things, is not essential for the student to learn. Similarly, a teacher might want to target a complex skill initially and become disenchanted when success does not happen immediately. Both of these examples can result in tension in the collaborative partnership.
- ***Seeing Something Different.*** When working with other adults, it is important that everyone agrees to reinforce and support the same behaviors. Otherwise, the student receives a mixed message and can become frustrated. Some teachers do not take the time to become reliable in their observations and thus, create a potential challenge to the team effort.
- ***Not Following Through.*** To truly be a team effort, everyone must contribute.
- ***Different Tolerance Levels.*** Some educators have greater tolerance for behaviors than do other educators. For example, whispering might be tolerated by one individual but not by another. When these differences affect the social skills program, then tension can emerge in the collaboration.

As you work with participants who are implementing the approach, be alert to concerns suggesting that either a system or interpersonal issue is at play. One strategy that can be used to troubleshoot the problems teams typically have is "yes, but...". Reaffirm that it is a good thing to teach social skills. Then ask them what they want to do. Write what they want to do on chart paper, then state, "Yes we want to do x, but..." Ask individuals to fill-in the buts. Repeat this until the group has exhausted all "buts". At that point, launch into problem solving. The problem solving model found in the ***Strategies for Teacher Collaboration*** manual can be helpful in providing a structure. (Note: Blackline masters for these issues are in Appendix VV and Appendix WW.)

Social Skills Instruction and Discipline

For a variety of reasons, some educators mistakenly think that social skills training is an alternative to discipline. In our approach, social skills instruction supports but does not supplant a strong classroom management system. In addressing this misconception with participants, there are several activities to consider:

> **Watch Videotape Segment.** *In the videotape segment,* **Solving Conflict—Third Grade***, a teacher shows how she built the social skills framework in to her classroom management system. Ask the group for their reactions.*
>
> **Vignette: *Skip*.** *Either you read or have the group read the vignette,* ***Skip*** *(see Appendix XX). The challenge is to identify the problem from a social skills perspective. Direct the group to look at what the problem behavior is telling you about what the student needs. Ask them to consider the lesson: What social skills are required of Skip to succeed in this lesson and does he have them? Once participants have identified the social skill, take the activity the next step. Refer them to the* **Teaching Social Skills** *program manual (or the pages found in Appendix YY) for following directions. Working with a partner, have them talk through the steps for Skip. Debrief by asking them to generate possible ideas for a lesson.*

In addition, some of our field test sites have used the decision support software package, ***Instructional Solutions*** (Warger, Aldinger, & Eavy, 1993), to help them identify the social skill deficits underlying problems that students are experiencing in cooperative learning groups.

Short Changing the Framework

A Collaborative Approach to Teaching Social Skills is a framework that is derived from research and best practice on teaching social skills. In addition, the ***Teaching Social Skills*** program—the content for the framework—is a data-based approach that has been successfully validated. To ignore a step only serves to limit the success of the framework.

Typically, there are several areas where practitioners tend to (mistakenly) cut corners:

- ***Eliminate the performance based assessment component***. The framework is based on the principle that what is taught will be measured. This is no different than assessing reading or writing or arithmetic skills. However, it is particularly important that teachers assess students' performance to ensure mastery before students take on self control; otherwise, if students are not able to perform the skill on their own they will become frustrated.

- ***Teach one lesson and expect results.*** As was shown in Chapter 5, there is a scope and sequence for social skills. Many subskills serve as the foundation for more complex subskills. However, there is a tendency to teach lessons haphazardly or piecemeal.
- ***Eliminate the self control component.*** Some educators mistakenly think that because students are performing the skill in their presence that they will perform it elsewhere. This is rarely the case and is one of the main reasons why the self control phase is so critical.
- ***Neglect reinforcing the skill throughout the day.*** Some teachers forget that social skills are embedded in everything the students do throughout the day. If a student is only expected to perform the skill during a certain time, then chances are that that will be the only time you see the skill performed. Teachers need to be coached in giving reinforcement, as well as modeling the skills throughout the day.

Help the participants to see how all of the parts of the framework work together to create a strong learning experience for the students.

Final Comments

Social skills, among other skills, are prerequisite to meeting world-class academic goals. To participate in group lessons; to interact appropriately with peers; to obtain, retrieve, and analyze information; to solve problems collectively; and to engage in instructional formats such as cooperative learning and peer tutoring—to name a few of the curricular and instructional demands being placed on students—requires students to have mastered basic social skills. By establishing collaborative partnerships that focus on social skills, educators can create a meaningful approach for addressing social skill deficits and needs from both a preventive and corrective perspective, with the ultimate goal being better accommodation of diverse student learning needs. Using ***A Collaborative Approach to Teaching Social Skills***, social skill development is placed at the center of deliberations regarding how collaborating educators can improve educational achievement for students who currently have difficulty learning and getting along in school.

Teaching social skills can be fun. But most importantly, social skills can result in a higher quality school experience for many of our children and youth.

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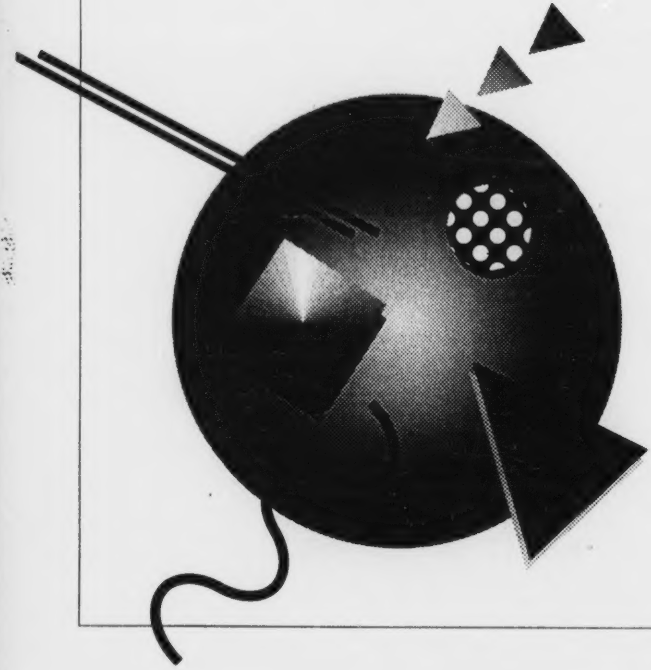

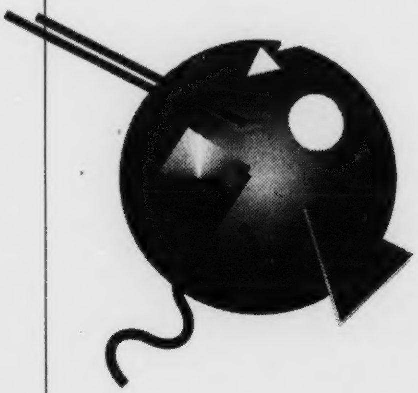

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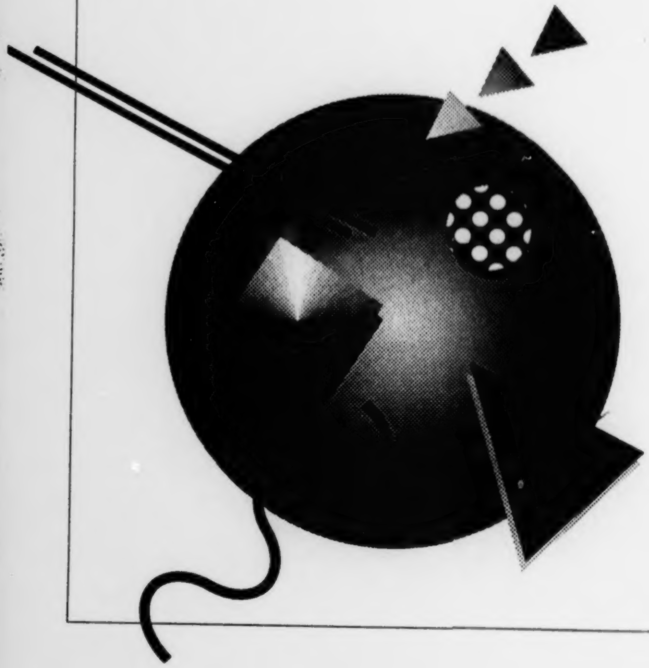
Appendices



Rationale for Social Skills Training

Some students need training to derive maximum benefit from academic instruction.

- Classroom rules and procedures.
- Academic lessons and activities.

Competency in social skills is linked to:

- Peer and teacher acceptance.
- Post school employment success.
- Independent living.
- Increased inclusionary placements.

Applying a Collaborative Model

- Social skills are fundamental to all aspects of school success and therefore are everyone's responsibility. Consistency is key.

- Learnings must be generalized across settings and individuals.

- It is unrealistic to add social skills to the curriculum. Instruction needs to be integrated throughout the day.

- Performance based assessment can be streamlined with multiple observers.

- Input from several sources increases the probability that socially valid behaviors will be targeted.

- Feedback can be given more often.

Collaborative Structures

- Teacher collaboration.
- Prereferral teams.
- Cooperative or co-teaching.
- Professional problem sharing teams.
- Interdisciplinary teams.
- Curriculum planning teams.
- Grade level planning teams.

Definition of Social Skills

- **Social Behaviors:** Individual, discrete, observable acts that make up a social skill.
- **Social Skills:** Specific, identifiable, learned behaviors performed effectively that produce positive social consequences in social situations.
- **Social Competence:** A judgment-based evaluation by teachers, parents, or peers about a person's social functioning.

Types of Social Skills

Critical Classroom Skills

Behaviors that contribute to successful adjustment in the classroom curriculum and milieu. Examples include:

- Listening.
- Following Directions.
- Seeking Attention Appropriately.
- Waiting One's Turn.
- Sharing Materials.
- Asking Questions.
- Successfully Dealing with Mistakes.
- Responding to Failure.
- Accepting the Answer "No."

Types of Social Skills (cont.)

Peer-to-Peer Social Skills

These behaviors contribute to peer acceptance. They are often targeted as replacement behaviors for inappropriate, maladaptive, or antisocial behaviors. Examples include:

- Making Friends.
- Compromising with Peers.
- Coping with Aggression from Others.
- Understanding Others' Feelings.
- Dealing with Anger Appropriately.
- Solving Conflicts.
- Dealing with Fear Appropriately.

A Collaborative Approach to Teaching Social Skills
Framework

Phase 1: Develop Curriculum

- Identify Social Skill to be Taught
- Define Social Skill as Observable Behavior
- Determine Performance Based Assessment

Phase 2: Plan and Implement Instruction

- Directly Teach the Social Skill
- Provide for Application

Phase 3: Self Control

- Student(s) Monitors, Evaluates, and Provides Self-Reinforcement
- Evaluate Instructional Success

Instructional Strategies for Teaching Social Skills

- Direct Teaching
- Modeling
- Social Reinforcement/Feedback
- Practice

Appendix H

Social Competence Screening Form

Social Competence Screening Form

Instructions: Using the definition of social competence below, rank order all students in your class from the least to the most competent, with the least competent student receiving the rank of 1 and the most competent student receiving the number that matches the number of students in your class.

Social Competence

1. Initially motivated to perform socially appropriate behaviors.
2. Able to perceive social situations accurately and identify which social skills to use.
3. Able to correctly interpret information from others.
4. Able to perform the correct social behaviors that make up social skills.
5. Sensitive to social feedback.
6. Able to perform social skills in a consistent and generalized manner.

Rank	Student	Rank	Student

Self-Report Form

Self-Report Form

Instructions: Using the school and classroom behaviors listed below, rate how often you do each of these things.

	Never	Some-times	Most of the Time	Always
In school and in my classroom when I am with my teachers and my classmates, I ...				
1. Say please and thank you				
2. Deal with being afraid				
3. Deal with my own anger				
4. Am able to reward myself				
5. Ask questions				
6. Accept the consequences of my behavior				
7. Am able to deal with conflict				
8. Accept responsibility for my behavior				
9. Listen				
10. Deal with losing				
11. Deal with failing				
12. Deal with my mistakes				
13. Feel good about myself				
14. Follow directions				

Self-Report Form (continued)

	Never	Sometimes	Most of the Time	Always
15. Make friends				
16. Understand how other's feel				
17. Compromise with others				
18. Am able to deal with aggression from others				
19. Cooperate with others				
20. Accept not getting my way				
21. Seek attention appropriately				
22. Wait my turn				
23. Accept the answer No				
24.				
25.				
26.				
27.				
28.				

Student-Social Skills Matching Form

Student-Social Skills Matching Form

	Prosocial Skills	Circle Student(s) with Social Skill Deficits									
1.	Saying Please and Thank You	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
2.	Dealing with Fear Appropriately	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
3.	Dealing with Anger Appropriately	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
4.	Rewarding Oneself	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
5.	Asking Questions	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
6.	Accepting Consequences of Behavior	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
7.	Successfully Coping with Conflict	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
8.	Accepting Responsibility for Behavior	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
9.	Listening	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
10.	Successfully Dealing with Losing	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
11.	Responding to Failure	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20

Student-Social Skills Matching Form (continued)

Prosocial Skills		Circle Student(s) with Social Skill Deficits									
12.	Successfully Dealing with Mistakes	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
13.	Building a Positive Self-Attitude	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
14.	Following Directions	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
15.	Making Friends	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
16.	Understanding Other's Feelings	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
17.	Compromising with Peers	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
18.	Coping with Aggression from Others	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
19.	Cooperating with Peers	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
20.	Accepting Not Getting One's Own Way	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
21.	Seeking Attention Appropriately	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
22.	Waiting One's Turn	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20

Student-Social Skills Matching Form (continued)

	Prosocial Skills	Circle Student(s) with Social Skill Deficits									
23.	Accepting the Answer	1	2	3	4	5	6	7	8	9	10
	No	11	12	13	14	15	16	17	18	19	20
24.	Social Skill: ________	1	2	3	4	5	6	7	8	9	10
	________________	11	12	13	14	15	16	17	18	19	20
25.	Social Skill: ________	1	2	3	4	5	6	7	8	9	10
	________________	11	12	13	14	15	16	17	18	19	20
26.	Social Skill: ________	1	2	3	4	5	6	7	8	9	10
	________________	11	12	13	14	15	16	17	18	19	20
27.	Social Skill: ________	1	2	3	4	5	6	7	8	9	10
	________________	11	12	13	14	15	16	17	18	19	20
28.	Social Skill: ________	1	2	3	4	5	6	7	8	9	10
	________________	11	12	13	14	15	16	17	18	19	20

Accepting the Answer No

Identify when I might be told "no."

- Under what circumstances is it likely I will be told "no"?
- When is it more likely that I will be told "yes."

Determine alternative ways to request what I want.

- Is it the way I ask that results in my being told "no"?

Ask.

If told "no," say "OK."

- Saying "OK" lets the person know I understand.
- Answer right away.
- Speak clearly, don't mumble.
- If I'm upset, don't sound angry or start to argue.
- If I'm upset, try to relax and stay calm.

Accepting the Answer No (cont.)

If I really don't understand, ask calmly for a reason.

- Don't ask for a reason every time or I'll seem like a complainer.
- Don't keep asking for reasons after I receive one.

If I disagree, bring it up later.

- Don't disagree immediately or I'll seem like an arguer.
- Plan in advance what I'm going to say.
- Accept the answer, even if it is still "no."
- Thank the person for listening.

Compromising with Peers

Decide whether there is a disagreement.

- Listen to what my peer has to say.
- Look at my peer - it shows I'm paying attention.
- Be friendly as I listen - don't stare, make faces, or roll my eyes.
- Don't interrupt.

State my position.

- Be calm - don't get angry just because we disagree.
- Speak clearly and use a pleasant tone of voice.

Ask for clarification of the peer's position.

- Ask - don't demand an explanation of the peer's position.

Compromising with Peers (cont.)

Listen to that position.

- Again, look at my peer.
- Be friendly as I listen.
- Wait to speak—don't interrupt.

Suggest or ask for a compromise.

- Again, stay calm.
- Speak clearly and pleasantly.
- Present a compromise that might work for both of us.

Accept or renegotiate the peer's offer for a compromise.

- Listen to the compromise offered.
- Determine if it is close to my compromise.
- Continue negotiating if I'm not happy with the compromise offered.

The Teaching Social Skills Model

Select Target Students

Determine What Type of Prosocial Skills Are Desired

Determine What "Type" of Inappropriate Behavior the Student Currently Displays

Determine if the Student *Can't* or *Won't* Demonstrate the Prosocial Skill

Teach the Skill

The Teaching Social Skills Model (cont.)

Select Target Students

Determine What Type of Prosocial Skills Are Desired

Determine What "Type" of Inappropriate Behavior the Student Currently Displays

- Aggressive
- Withdrawn
- Immature

Determine if the Student *Can't* or *Won't* Demonstrate the Prosocial Skill

The Teaching Social Skills Model (cont.)

Teach the Skill

IF—CAN'T

- Teach the Student to Identify Alternative PROSOCIAL Behaviors and Strategies
- Provide Models
- Provide the Opportunity to Practice
- Teach the Student to Receive Reinforcement for Appropriate Behavior
- Teach the Student to Control Their Behavior

IF—WON'T

- Provide Student with a Clear Set of Rules and Expectations
- Use the Model Teaching Strategies (Identify, Model, Practice, Reinforce, and Self-Control)

Selected Social Skills

Saying Please and Thank You
Dealing with Fear Appropriately
Dealing with Anger Appropriately
Rewarding Oneself
Asking Questions
Accepting Consequences of Behavior
Successfully Coping with Conflict
Accepting Responsibility for Behavior
Listening
Successfully Dealing with Losing
Responding to Failure
Successfully Dealing with Mistakes
Building a Positive Self Attitude
Following Directions
Making Friends
Understanding Others' Feelings
Compromising with Peers
Coping with Aggression from Others
Cooperating with Peers
Accepting Not Getting One's Own Way
Seeking Attention Appropriately
Waiting One's Turn
Accepting the Answer No

Assumptions of the *Teaching Social Skills* Program

- All students can learn social skills given effective instruction. We can teach social skills just like we teach mathematics, reading, language arts, etc.
- Instruction is effective when intervention approaches are selected to meet the student's individual needs. To ensure maintenance and generalization of learned social skills, thorough evaluation of the student's social skills performance is necessary before the application of social skills instruction.
- Teaching students to perform social behaviors in our classrooms is not enough. We must focus upon how to have the student demonstrate these behaviors next week, outside of class, in other classrooms, and with many other adults and children.

Students with Withdrawn Behaviors

Defining Characteristics

- Withdrawal from social contact.
- Crying.
- Talking in a whisper.
- Not initiating conversation.

Possible Social Skills

- Initiating conversation.
- Asking and answering questions.
- Sharing materials.
- Offering to help.

Students with Immature Behaviors

Immature students often exhibit responses that are not age appropriate. Students demonstrating these behavior patterns may cry, argue, blame others, or deny the existence of a problem.

Defining Characteristics

- Not accepting responsibility.
- Blaming others.
- Refusing to talk about the incident.
- Acting like a clown.

Possible Social Skills

- Accepting responsibility for behavior.
- Accepting the answer no.
- Seeking attention appropriately.

Students with Aggressive Behaviors

Aggressive students often display hostile acting out types of behavior.

Characteristics of Aggressive Students

- Not able to control anger.
- Get into conflict with others.
- Unable to negotiate positive social interactions.

Possible Social Skills

- Accepting the answer no.
- Dealing with anger appropriately.
- Coping with aggression from others.

Defining Social Skills

- Observable
- Measurable
- Countable
- Definable

Behaviors or Not Behaviors Activity

1. Unhappy.
2. Says "I won't work."
3. Runs around the room.
4. Hits classmates with stick.
5. Compromises with peers.
6. Says please and thank you.
7. Hostile to others.
8. Arrives at class on time.
9. Cries.
10. Initiates conversations on the playground.
11. Spells cat.
12. Neurotic.
13. Waits one's turn.

Behaviors or Not Behaviors Activity (continued)

14. Wets pants.
15. Says "My name is Rob."
16. Likes to play soccer.
17. Truant.
18. Afraid.
19. Completes 20 math problems correctly.
20. Verbally abusive.
21. Does not comply with teacher requests.
22. Bad student.
23. Good boy.
24. Raises hand.

Recording Tools

- Checkcard on Desk
- Checks on Blackboard
- Grocery Counter
- Knitting Counter
- Beads on a String
- Wrist Counter
- Surgical Tape on Wrist
- Buttons in Box
- Paper Clips Chained Together
- Wall Clock
- Kitchen Timer
- Digital Watch
- Pocket Buzzer
- Audiotape Beep
- Cue from Other Students
- Cue from Teacher

Guidelines for Event Recording

- Event recording may not be appropriate for high rate behaviors or behaviors that occur across extended periods of time.
- Data from this recording procedure are expressed as numbers or frequencies when the opportunity of response and the observation time are constant across time.
- Teachers can observe all day for some low frequency behaviors.
- Teachers can observe for shorter periods of time for high frequency behaviors.
- Teachers can observe naturally occurring instances of behavior or provide simulated situations to track behavioral responses.

Guidelines for Duration Recording

- Use this procedure for high rate behaviors.
- Use this procedure for behaviors that extend for a period of time.
- Use this procedure to measure response latency.

Guidelines for Time Sampling

- Break total observation periods into smaller intervals (e.g., 2 hour period broken down into eight 15 minute samples; 1 hour period broken into six 10-minute samples).
- Record the behavior immediately at the end of each interval. Don't be concerned with the occurrence of the behavior during the interval.
- Record the target behavior only once per interval.
- Report the behavior as the percentage of occurrence of the total number of observations (e.g., if the student was positively engaged with her peers 6 out of the 8 observations, the behavior is recorded as .75 or 75% of the intervals that day).

Time Sample Recording

5	10	15	20	25	30min
+	+	-	+	+	-

Target Student: Susan

Target Behavior: Positive Social Interactions with Peers

+ Susan engaged in positive interactions with peers

- Susan was not engaged in positive interactions with peers

Steps for calculating Susan's positive interaction percentage:

Step 1. Count the number of intervals in which Susan was engaged in positive interactions (4).

Step 2. Count the total number of intervals (6).

Step 3. Calculate the percentage of Susan's positive social interactions
(4/6 = .67 x 100 = 67%).

Time Sample Recording—Reliability

	5	10	15	20	25	30
Observer 1	X	-	-	X	-	X
Observer 2	X	X	X	-	-	X

Number of Intervals Showing Agreement Between Observers (3)

Total Number of Agreements and Disagreements (6)

$$\text{Reliability} = \frac{\text{Agreements}}{\text{Agreements + Disagreements}} \times 100$$

$$\frac{3}{3 + 3} \times 100 \quad = 50\% \text{ agreement}$$

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Following Directions

- Listen carefully to the Directions
- Restate the directions either out loud or to myself
- Clarify the directions, if necessary
- Attempt to follow the directions
- Ask for assistance, if necessary

Following Directions—Steps

Listen carefully to the directions.

- Look at the person - it shows I'm paying attention.
- Look at the person as I would a friend.
- Acknowledge the speaker by smiling, nodding, or leaning forward. Don't stare, make faces, or roll my eyes.
- I will avoid getting distracted - I'll keep looking at the person.

Restate the directions either out loud or to myself.

- Repeat the directions as I heard them.

Following Directions—Steps (continued)

Clarify the directions, if necessary.

- Saying "OK" - it shows I understand.
- Say "OK" right away.
- Use a pleasant tone of voice.
- Speak clearly.
- Smile and nod my head, if appropriate to do so.

Attempt to follow the directions.

- Do the task immediately.

Ask for assistance, if necessary.

- Check back to let the person know I have followed directions.

Criteria for Modeling

- Was the social skill clearly demonstrated?
- Will the student be able to imitate the social skill?
- Was the modeled behavior simplified?
- Was the other member attending to the modeled behavior?
- Was the target social skill clearly and consistently modeled?
- Did the other member reinforce the model?

Self Control

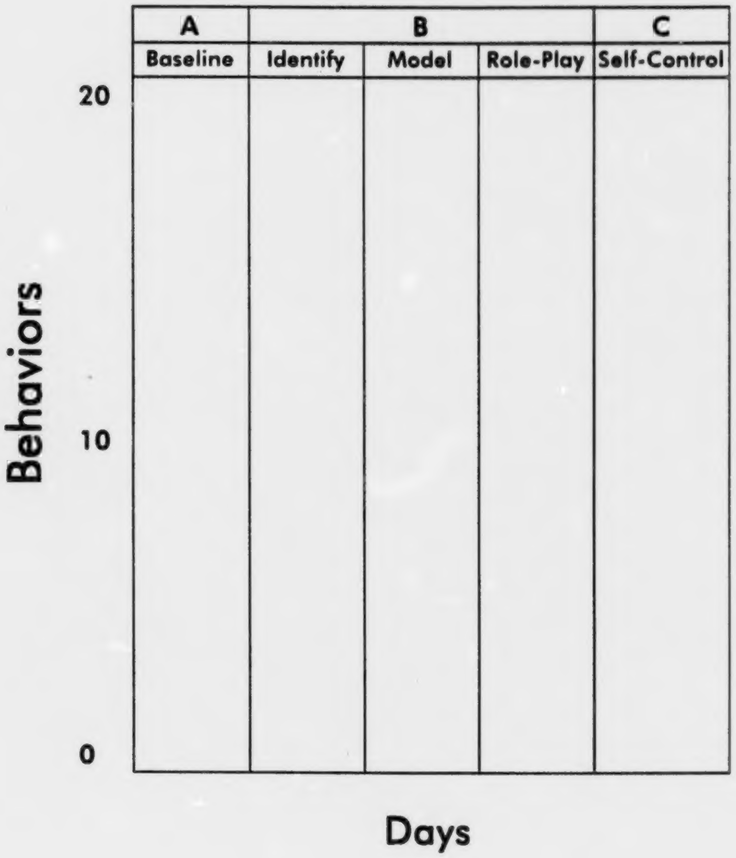
- Self Monitoring
- Self Evaluation
- Self Reinforcement

Sample Record Card for Asking Questions

What I wanted to know	Did I ask an appropriate question?	Was it at an appropriate time?	Did I get the answer I wanted?
	Yes/No	Yes/No	Yes/No
	Yes/No	Yes/No	Yes/No
	Yes/No	Yes/No	Yes/No
	Yes/No	Yes/No	Yes/No
	Yes/No	Yes/No	Yes/No
	Yes/No	Yes/No	Yes/No
	Yes/No	Yes/No	Yes/No
	Yes/No	Yes/No	Yes/No
	Yes/No	Yes/No	Yes/No
	Yes/No	Yes/No	Yes/No

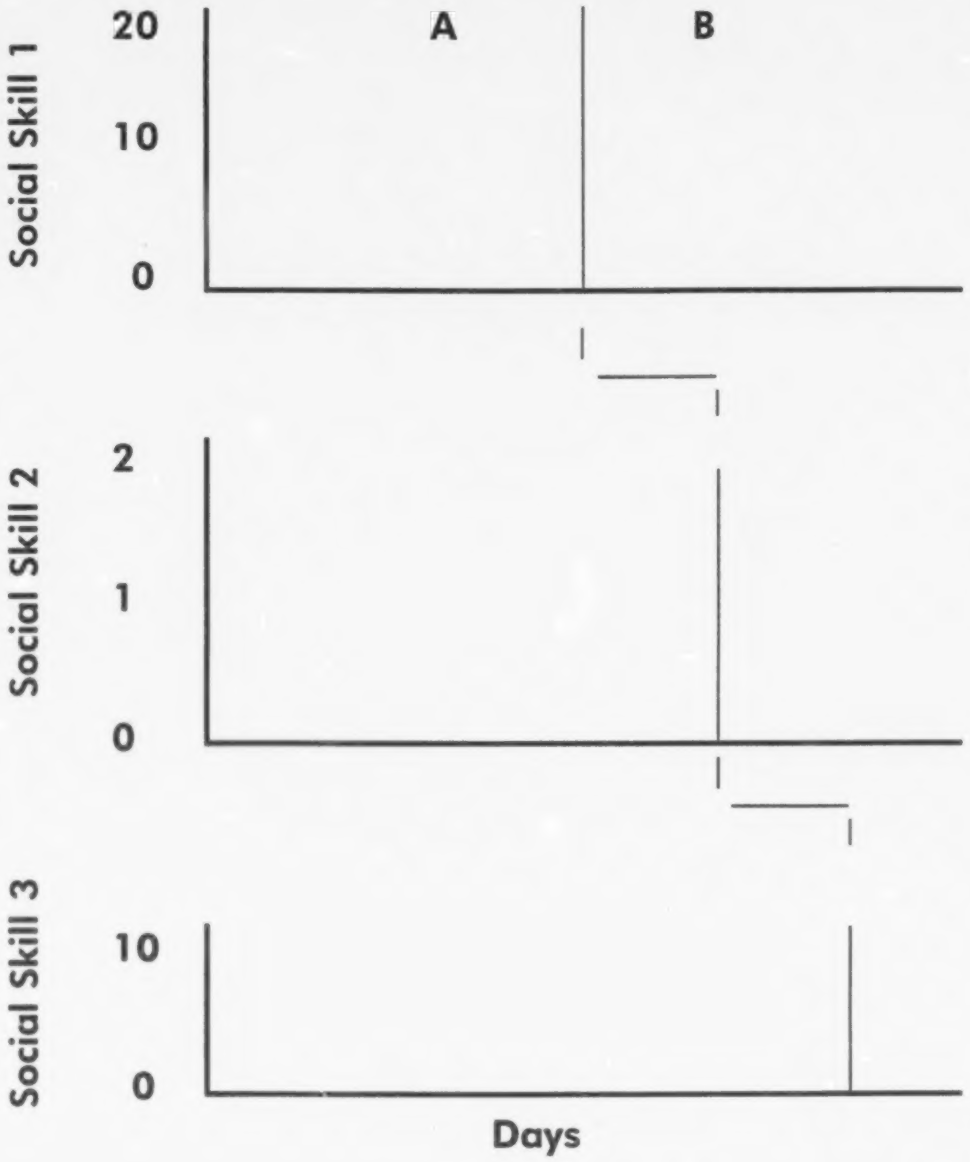
Appendix FF

Changing Conditions or ABC Design

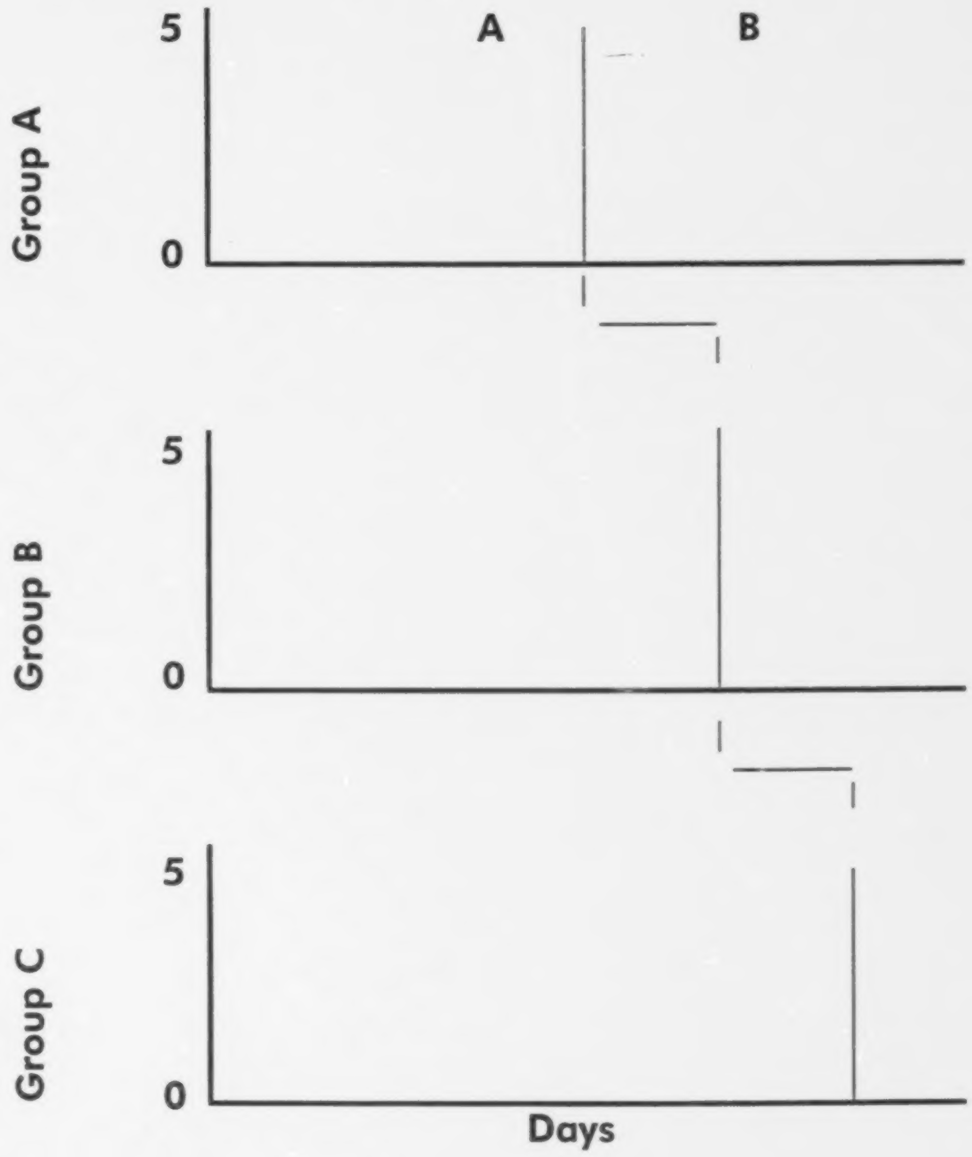


Multiple Baselines

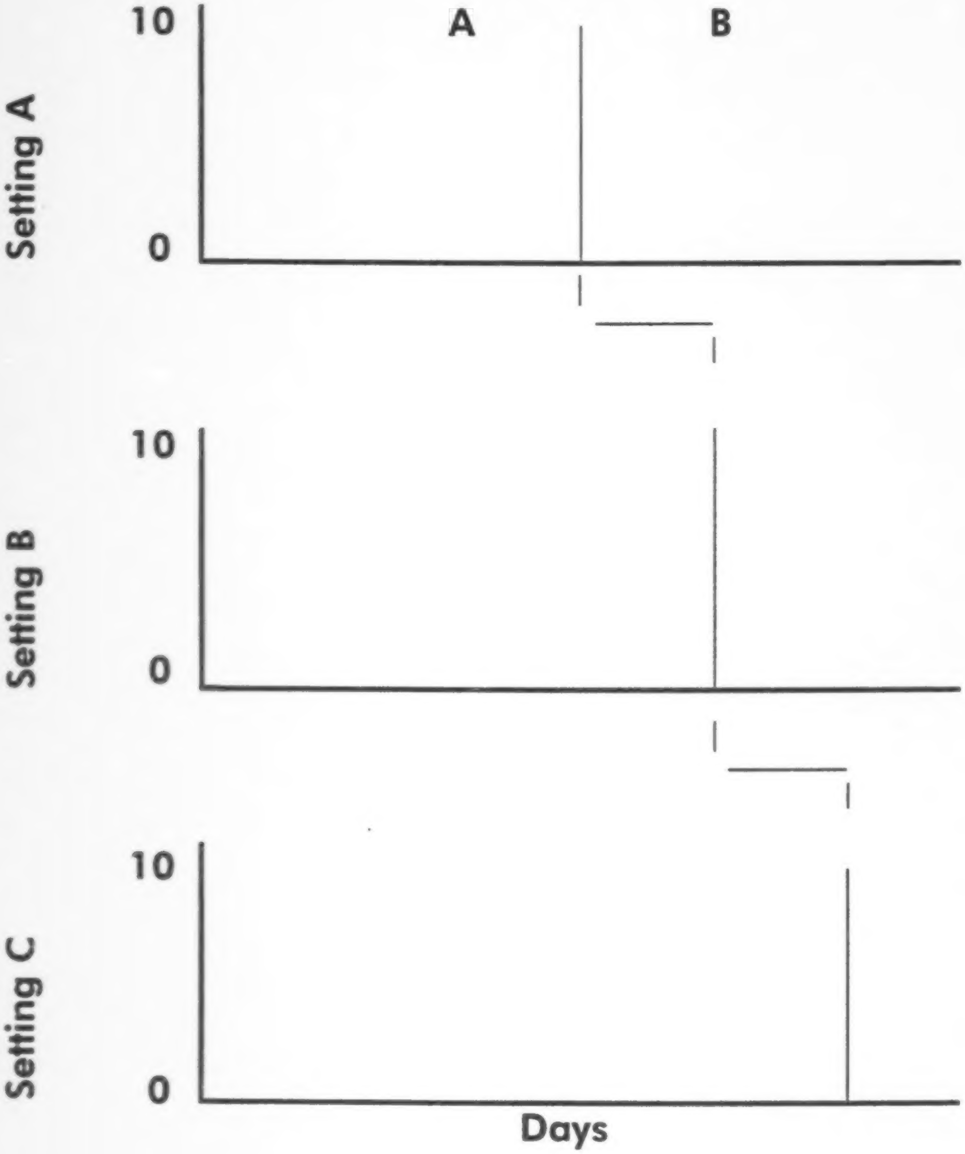
Multiple Baseline Across Behaviors



Multiple Baseline Across Individuals



Multiple Baseline Across Settings



First Grade Social Skills

Some Suggestions

By Beth Yglesias and Cleland Strickland
Audubon Elementary School
Baton Rouge, LA

Listening Manners

- Keep your eyes on the speaker.
- Keep your hands still (in your lap).
- Keep your feet on the ground.
- Have your ears ready to listen.
- Keep lips quiet.
- Focus on what the speaker is saying (think about it).*

Letting the Listener Know You Are Listening

- Use listening manners.
- Lean forward.
- Nod or smile when in agreement with what the speaker is saying.*
- Use facial expressions to show understanding or confusion.*

Waiting Your Turn to Speak

- Use listening manners.
- Let the listener know you are listening.
- Wait quietly.
- Wait until the speaker has finished speaking.
- Think about what you want to say.*
- Use rules of how to enter into conversation: (1) If in a classroom group, raise your hand and wait to be called upon; (2) If in a small group, pause after speaker has stopped and start speaking, or (3) If in a small group, wait until the speaker looks at you and invites you to speak.*

Following Directions

- Use listening manners.
- Let the listener know you are listening.
- Restate the directions either to yourself or out loud.
- Ask questions for clarification.
- Follow through by completing the task.

Listening to Feedback (compliments)

- Use listening manners.
- Let the listener know you are listening.
- Wait your turn to speak.
- When the speaker is finished, say thank you and smile.

Listening: Problem Solving

- Relax.
- Use listening manners.
- Let the speaker know you are listening.
- Wait your turn to speak.
- Think about what the speaker said.*
- Think about what you want to say.*
- When the speaker is finished, state your point of view. (1) If you agree with the speaker, fix it (e.g., apologize, ask to help fix the problem); (2) If you disagree, state your point of view without name calling or attacking the speaker.*
- Agree to solve the problem. (1) Offer suggestions for solving the problem; (2) Discuss the pros and cons of the suggestions; (3) Agree to a suggestion.*
- If necessary, ask someone to help you work out the solution.

Cooperating with Others*

- Recognize that people are different.
- Recognize the need to respect others want and needs.
- Evaluate the situation.
- State your thoughts and/or ideas.
- Listen to and encourage the other points of view from each person.
- Make and accept suggestions.
- Discuss pros and cons of each.
- Agree on a plan.
- Accept the decision made.
- Carry out the plan, renegotiating if necessary.

Dealing with Conflict*

- Take a deep breath.
- Recognize the conflict. (1) What is the problem? (2) What are the reasons for the problem? (3) What did I do wrong, or what could I have done differently?
- Talk it out calmly and one at a time.
- Listen to the other point of view.
- Discuss ways to end the conflict.
- Agree on a solution. (1) Apologize, if necessary; (2) Fix it if you can; (3) Change the activity.
- If necessary, ask someone else to help with the solution.
- Accept the solution.
- Accept the consequences of your behavior, if necessary: (1) Think about the lessons learned from the experience; (2) Put the conflict behind you and move on, (3) Think happy thoughts; (4) Get involved in another activity.

Accepting Not Getting Ones Own Way*

(see Cooperating with Others/Dealing with Conflict)

Sharing*

(see Cooperating with Others/Dealing with Conflict)

Waiting One's Turn*

- Observe the situation.
- Talk it over calmly.
- Make a plan.
- Carry out the plan.
- Evaluate whether it worked or not.
- Make any necessary changes and carry them out and evaluate them.

Successfully Dealing with Losing*

- Choose an activity at which you have the opportunity to succeed.
- Recognize that in some situations, there will be winners and losers.
- Recognize that with practice, you will improve.
- Look for the improvements each time.
- Accept winning/losing. (1) Compliment what others did well; (2) Never criticize others performances; (3) Recognize how you could do better next time; (4) Show a positive facial expression.

Seeking Attention Appropriately*

- Look at the situation.
- Decide some acceptable ways that you could get attention. (1) Would the action annoy me or others? (2) Would the action annoy my teacher?
- Select one of the actions.
- Carry it out.
- Ask yourself if it worked.
- If necessary, choose, carry out, and evaluate another way.

Accepting New Classmates

- Recognize the new child's feelings. (1) How would you feel if you were he/she? (2) Have you ever been a new kid? How did it feel?
- Introduce yourself.
- Include the new child in activities.
- Be responsible for one new child. (1) Help him/her with the rules; (2) Introduce him/her to the other children; (3) Include him/her in activities.
- Continue to do this daily until the child is comfortable.

Making Friends

- Look at the reasons for making new friends.
- Decide to make a friend.
- Choose a child you would like to be your friend.
- Introduce yourself: (1) Smile; (2) Tell your name.
- Ask if you can join the activity.
- Do something nice for the child.
- If this does not work, choose a different friend.
- If making friends continues to be a problem, identify possible reasons: (1) Am I choosing the wrong kinds of people? (2) Am I being the problem, too bossy, rough, unkind, etc.?
- Ask someone for help (a parent, teacher, another child that you trust).

Feeling Good About Oneself*

- Realize that everyone has positive characteristics and areas that need improvement.
- Identify your positive characteristics. (1) Make a list; (2) Ask others to add to it (parents, family, teachers, friends).
- Recognize the reason you are not feeling good about yourself.
- Decide some ways you can handle this.
- Make a plan (get help if you need it).
- Follow your plan.
- Ask yourself if it worked.
- Make any necessary changes.
- Recognize the lesson you learned.
- Congratulate yourself for making the situation better.

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* These skills will be introduced only in first grade. Mastery will most probably not be achieved until later.

Lesson Plan: Waiting One's Turn

Developed by Wendy Foss and Koleen Martinez
Animus Elementary School
Farmington, New Mexico

Lesson I: Introduction

Students read aloud the teacher-prepared poem (by Koleen), "I Just Can't Wait!."

I just can't wait!
I have to tell!
What if time runs out
And we hear the bell?
I know the answer!
I want to share!
I'm sure I know more
Than the girl over there.
I'm going to burst.
She isn't calling on me!
I'm waving both hands,
Doesn't she see?
I've got to say it!
Seventy-three!
Why is everyone
Looking at me?

Discuss with the class what it means to wait. Possible emotional feelings caused by waiting are generated by students and written on board by teachers. Students complete index cards listing three situations in the school environment when they might be required to wait. Teachers share some of the situations written by the students. Students read again teacher-prepared poem.

Lesson II: Identifying the Skill

Teachers lead the children in identifying the skill of waiting one's turn by doing the following:

- Observe the situation.
- Situate yourself in line: (1) physically; (2) by raising your hand. Wait quietly—watch or listen.
- Act or contribute.

Class discussion of steps. Teacher models steps. Expand thinking of steps to: (1) school; (2) home; (3) with friends.

Lesson III: Role-playing

Students role-play waiting one's turn in three situations: home, school, and with friends. Review skill steps from Lesson II.

Lesson VI: Review and Wrap-up

Students revise the poem, "I Just Cant Wait!" to "I Can Wait!." Each student writes the new poem and personalizes it with his or her own illustration.

Lesson Plan: Fairy Tales

An Integrated Unit

Developed by Beth Yglegias
Audubon Elementary School
Baton Rouge, LA

Skills

Reading

- Compare/contrast.
- Decoding.
- Vocabulary.
- Compound words.
- Cause/effect.
- Conclusions.
- Sequencing.

Writing

- Sentences.
- Paragraphs.
- Action verbs.
- Creative writing.
- Nouns: common, proper, plurals.

Math

- Bar graphs.
- Time.
- Multiplication.

Art

- Chalk drawing.
- Sponge painting.
- Collage.
- Tissue art.
- Watercolors.

Social Skills

- Cooperating with peers.

Social Studies

- Map and globe skills.
- Louisiana history.

Science

- Machines: Lego, Logo.
- Rocks and minerals.
- Sunflowers and snakes.

Fairy Tales: A Summary of Activities

Following is a brief description of the activities across the subject areas.

Shared Reading

Children read along with the teacher. Discuss the story, using questions and games involving skills. Children brainstorm and choose response activities to complete in groups. Examples:

- Diorama.
- Filmstrip in a shoe box.
- Tissue paper fish.
- Chalk drawing of main character.

Guided Reading

Children read stories, respond in journals, discuss in literature study groups.

Writing

Children write in journals: brainstorm, choose writing activity to complete in groups. Examples:

- Write a modern-day fairy tale.
- Write an ad for a reward for the lost slipper.
- Design and describe a magical shoe.

Use children's writings for mini-lessons involving skills.

Math

Children work in groups to: take a survey, chart results, share with class. They break a code, using addition, subtraction, and multiplication problems. Additionally, they solve a problem of the day word problem.

Social Studies

Children find the country of origin of each fairy tale on the map and globe. They compare these with the location of Louisiana. On a map of Louisiana, children locate the major cities, rivers, and parishes in Louisiana. Students make a mural of natural wildlife and plants of Louisiana, using ***Spoonbill Swamp*** as our resource. Children make their own legends in groups to show products in Louisiana.

Science

Children design a machine in groups on which Cinderella can ride to the ball. Include all types of basic machines and make with Legos.

Art

Children use a variety of mediums to respond to literature in groups or individually. Children make the set and costumes for the Three Billy Goats opera.

Fairy Tales: Cooperating With Each Other

Lesson I

Introduce the skill "cooperating with each other." Brainstorm the steps and subskills necessary for cooperation. Put on a chart. Copy onto the back of behavior contract for self-monitoring.

Note that there are prerequisite social skills: Listening, taking turns, participating in a group activity, handling conflicts, handling anger, accepting no, compromising, and following directions.

Lesson II: Review Listening Skills

Children make a good listeners chart. Good listeners:

1. Keep their eyes on the speaker.

2. Listen to what is being said.
3. Keep their feet still.
4. Keep their hands in their laps.
5. Keep their mouths closed.
6. Sit up straight.
7. Think about what is being said.

Lesson III: Taking turns

Role play children arguing over who is going to use the materials for the literature responses first. Discuss their interpretation of the problem.

Model the correct way to take turns. Children write the steps on a chart:

Taking turns:

1. Wait.
2. Watch.
3. Do something else.
4. Listen during discussion.

Children practice taking turns in small group role play. Continue practicing during literature response activities. Reward those children correctly taking turns.

Discuss what happened at the end of the activities. Have children mark the backs of their contracts with an X for self-monitoring, then check the others in their group. Continue practicing the skill each day until children show that they can take turns.

Lesson IV: Participating in group activity

Role play an observed situation in which a child is not participating. Discuss the problem. Model the correct way to participate.

Children write the steps on a chart for participating:

1. Listen to directions.
2. Listen to the people in your group.
3. Tell what you think.
4. Do your job.
5. Help someone else, if needed.

Children practice these steps in small groups and during literature responses, writing and math activities. Teacher rewards those correctly participating. Children self-monitor and check each other on the back of behavior chart.

Remaining Lessons

For lessons 5 through 10 follow the same general pattern given above: role play, discuss, model, chart, practice, reward, and self-monitor. The focus and steps for each skill are listed below.

Handling conflicts:

1. Relax.
2. Talk it out.
3. Apologize, if necessary.
4. Fix it, if you can.
5. If all else fails, talk to an adult.

Handling anger:

1. Relax (time out).
2. Think about the consequences.
3. Talk it out.
4. Walk away.
5. Get help, if necessary.

Accepting no:

1. Plan ahead.
2. Ask another way.
3. Ask for something else.
4. Get what you want another way.
5. Accept calmly.

Compromising:

1. Tell your side.
2. Listen to the other person.
3. Suggest or ask for a compromise.
4. Negotiate or accept.

Following directions:

1. Listen.
2. Restate.
3. Do the job.
4. Ask for help, if needed.

Taking responsibility: Checking your work:

1. Review directions.
2. Read over the answers.
3. Make sure everything is done.

Culminating Event

The Children perform the "Three Goats Gruff Opera." Children must cooperate with each other in committees that are charged with producing the opera and a reception for the parents. Suggestions for committees are:

- Actors and cast.
- Invitations.
- Set.
- Costumes (usually done by the actors and cast making their own costumes).
- Props.
- Program.
- Refreshments (to plan only, volunteers from the whole class will bring different items).
- Clean-up.

Children meet with their committees to plan; they continue to practice and monitor themselves and each other during this process.

Readings

Yeh-Shen by Ai-Ling Louie

Mufaros Beautiful Daughters by John Steptoe

The Talking Eggs by Robert D. San Souci (Louisiana)

Maria Tolete by Irene Savino

The Magic Fish by Freya Littledale

The Rainbow-Colored Fish by Pura Belpre

Rumpelstiltskin by Paul Zelinsky

Goldilocks and the Three Bears by James Marshall

Deep in the Forest by Brinton Turkle

The Three Bears by Paul Galdone

The True Story of the Three Little Pigs by Jon Scieszka

The Three Little Wolves and the Big Bad Pig by Eugene Trivizas

Little Red Riding Hood by James Marshall

The Princess and the Dragon by Audrey Wood

Fables by Arnold Lobel

Fairy Tales pub. by Houghton-Mifflin

Spoonbill Swamp by Brenda Guiberson

The Egyptian Cinderella by Shirley Climo

The Stinky Cheese Man by Jon Scieszka

Frog Prince by Paul Galdone

The Samurais Daughter by Robert D. San Souci

Cinderella by Susan Jeffers

Princess Furball by Charlotte Hack

The Girl Who Loved Wild Horses by Paul Goble

Listening Centers

Hansel and Gretel by James Marshall

Little Red Riding Hood by James Marshall

The Three Little Pigs by James Marshall

Filmstrips

Snow White by Walt Disney

Rigoletto by Feature Films for Families

Lesson Plan: Seeking Attention Appropriately

Developed by Nora Miller
Audubon Elementary School
Baton Rouge, LA

Lesson I: Identify Skill

Read the book *Noisy Nora*. Discuss with the students the inappropriate things that Nora was doing in the book and why. Elicit from them that Nora was seeking attention and didn't care if it was good attention or bad attention.

Tell them that students do inappropriate things to get their teacher's attention. Ask the students to give situations when this is the case. You might have to help the students by giving scenarios (e.g., you come into the classroom with some really exciting news, but your teacher is busy.) "Help me think of ways that students could use inappropriate means to get the teacher's attention."

Encourage the students to act out these scenes. Each time ask the students if this was a good way or a bad way to get their teacher's attention. (Laugh and have a good time with this activity. It will provide common experiences and vocabulary for you and the students to build on).

Have the students think of positive ways that students can get their teacher's attention. (Listen very carefully here and be very receptive. During this discussion, you may realize just how important communicating with you is to your students).

Link to other parts of the curriculum:

- Language Arts: Write a book based on *Noisy Nora* about students who get attention negatively in a classroom.
- Art: Illustrate a page in the book.

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Lesson II: Practice

Before class, write scenes about different situations where children would like to have their teacher's attention. Use the names of the students in the class. Be very careful of the students' feelings. If you want to act out inappropriate behavior that is really happening in the class, use the name of a student who is unlikely to act this way. Place these papers in a bag labeled "Decisions, Decisions, Decisions!!!"

Reread *Noisy Nora*. Laugh and have a good time with it.

"Yesterday we talked about ways that you can get your teacher's attention in appropriate or good ways. Let's make a list of them." (Record what the children say on a piece of chart paper).

Have a child draw a paper from the bag. The teacher reads the situation and choose children to act it out. There may be more than one way.

> *Example 1: Tyrell is working hard to do his work at his place when he accidentally stabs himself with his pencil. His finger is bleeding just a little, but he feels scared. What should he do?*
>
> *Example 2: Tony is feeling like the teacher pays more attention to the other children in the class. He would like her to notice how well he did on his art paper.*

Give Feedback: Use very specific language when you give feedback about the appropriate ways people handled situations. Tyrell knew that this was a dangerous situation, so he got up out of his chair, walked straight up to the teacher as he held out his finger and said "Mrs. Miller, I'm hurt. Would you please check me?"

Lesson III: More Practice

"Today we are going to practice the social skill of getting attention appropriately. During our discussion, time, I'm going to be asking some questions that everyone will want to answer. Sometimes you will want to shout out your answer, but I watch to see how you get my attention and your friends' attention in appropriate ways."

Proceed by discussing things that little children like to talk about like favorite toys, things they can do on their bikes, etc. Provide specific feedback that describes how they are seeking attention appropriately. Example: Julie really wanted to talk that time. She sat up very straight, looked right at the teacher and gave her hand an extra little shake, but she never yelled out or got out of her place.

Lesson IV: Introducing Self Control

"Today as we have our regular lesson, I'm going to show you how you can tell if you are doing a really good job of getting attention appropriately." Present the following:

If you work very hard and get lots of good attention just like we named on our chart then you will get 5 points.

If you work hard, but you get the teacher's attention in an inappropriate way and she has to remind you of how to do it right, then you'll only get 3 points.

If you don't get attention inappropriately, but you're not working hard, then you get 0 pints.

If you're getting attention in inappropriate ways and you're not working hard, then you get 0 points.

Look at this chart:

5 = I worked hard and always got attention in the right ways.
3 = I worked hard, but by teacher had to remind me of how to get her attention.
0 = I didn't get attention in bad ways, but I didn't work hard either.
0 = I didn't work hard and I kept trying to get attention in the wrong kinds of ways.

When we finish with our lesson, I will give you a sheet to fill out where you can write down just how many points you got during this lesson.

Teach the lesson. As you teach it be sure you give specific feedback so the students will know how to evaluate themselves.

> *Example 1: See that Iris has her eyes on the speaker. She keeps raising her hand to answer the questions and when I give directions, she gets right to work. I bet Iris gives herself 5 points for sure.*

After the lesson, review the self monitoring chart, distribute the sheets and help students to fill them out. The self-monitoring chart is found in Figure KK1.

▼
▼

Prepare the following letter to send to families:

> *Dear Families,*
>
> *A very important skill for your children to learn and practice is how to get attention from their teachers and fellow students in an appropriate way. Students who get attention in negative ways (yelling out answers, not following directions) will not be as successful in school. We have been discussing appropriate means of getting the attention of others. Now they need to learn how to check to see if they are doing a good job. Here is a chart to help them keep track.*
>
> *5 = I worked hard and always got attention in the right ways.*
> *3 = I worked hard, but by teacher had to remind me of how to get her attention.*
> *0 = I didn't get attention in bad ways, but I didn't work hard either.*
> *0 = I didn't work hard and I kept trying to get attention in the wrong kinds of ways.*
>
> *The numbers refer to the points they can give themselves at the end of each period. Discuss the chart with your child. If they are not getting 5 points each time, ask them how they could do better. Make sure they know how important this is.*

Name____________________ Date_________

It is important that I learn how to get attention in the right way. I have been practicing and here are the points I earned this week.

	Mon.	Tues.	Wed.	Thurs.	Fri.
Math Workshop					
Centers					
Writer's Workshop					
Reader's Workshop					

Fig KK1. Seeking Attention Appropriately Self Monitoring Chart

Lesson Plan: Feeling Good About Yourself

Developed by Beth Yglesias
Audubon Elementary School
Baton Rouge, LA

Lesson I: Introduction

Watch the movie, ***Rigoletto***. Discuss how Rigoletto feels about himself. How does he handle the times he feels bad about himself? Discuss how Bonnie feels about herself. How does she handle the times when the other singer puts her down?

Discuss some times that we feel bad about ourselves. List these on a chart. I feel bad about myself when:

1. Someone hurts my feelings.
2. I do something wrong.
3. I tell a lie.
4. I make bad grades.
5. I blame myself for things.
6. I can't do things others can do.
7. I try something new that I don't think I can do.

Lesson II: Role Play

Role play with the teacher situation observed by the teacher in which one child called another names. Role play possible responses to this situation (calling names back, fighting, crying). Show children a better way (telling myself it's not true, telling myself positive things about myself, playing with someone else).

Lesson III: Application

Share with children a personal experience in which my feelings were hurt by someone saying something unkind. Tell them how I handled it. (I told myself that what the person said was not true and why; I talked with my husband; he took me out to eat; and when I was no longer hurt and angry, I asked myself if I could learn something about being a better person from this.)

Have children generalize and tell me what I did. Put these steps on a chart to be copied and displayed in all of their classrooms. What I do about it:

1. Tell myself good things about me.
2. Talk to my friends and family.
3. Do something fun.
4. How can I fix it or become a better person?

Send home homework for parents in which they list positive traits of their child. Staple this list inside of their journals and show the children how to refer to this if they need some positive input.

> *Dear Parents,*
>
> *We have a homework assignment for you! It is due by this Friday, November 4, so please do your best to get it in. This is your assignment: Write 10 things that you like about your child. Please do not include anything to do with looks or abilities or intelligence. Your child does not have any control over these areas. Please list characteristics your child displays (kindness, determination, etc.) or things your child does (works hard, does his/her best, etc.) This will mean so much to your child, and we will be using this list for some class activities.*
>
> *Third Grade Teachers*

Lesson IV: Practice

Role play another observed situation in which a child accidentally hits another child with a ball and the other child calls him a name. Use the targeted child in this role play. Have children show what actually happened (tell them what to act out). Then have the children help them to correct the situation, following the steps on the chart.

Lesson V: Introducing Self Control

Small group meetings in which situations in which children have felt bad about themselves are discussed and/or acted out. Sometimes we role play to correct a mishandled situation.

Children are shown how to self-monitor by making tally marks in boxes on the backs of their behavior contracts. We discuss what situations were handled well and which ones could have been handled better and how.

We continue to meet weekly and self-monitor, remind and reinforce each other daily. Reinforcements may be orally done or they can be given positive marks on their contracts.

Lesson Plan: Cooperating with Peers

Developed by Debbie Guedry and Frankie Day
Audubon Elementary School
Baton Rouge, LA

Overview

Teachers developed a series of activities focusing on social skills that were integrated into a unit. The activities follow.

Responding to Literature: A Social Skills Focus.

Literature was selected that dealt with cooperation, conflict resolution, respect for others, and teamwork (see references). The following illustrates how the big book, ***The Quarrel***, was developed into a social skills activity.

Introductory Activities

1. *Vocabulary Development: Discuss the meaning of the word inseparable.*
2. *Predict what might happen in the story by looking at the pictures throughout the book.*
3. *Read the story orally to the students.*
4. *Discuss the importance of teamwork.*

Curricular Extensions/Integrated Activities

Dramatize the story using paper plates on sticks to hold in front of faces. (Paper bag hand puppets may also be used). (Note: Drama supports story comprehension and provides an opportunity for children to use "book language.")

***Graphing**: Have you ever had a quarrel with a friend? Yes, No, Maybe. (A discussion will follow. Students will share what happened during their quarrel and how it was resolved.) Graph the results.*

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Survey a Friend: Each student may interview a friend. The following questions may be asked: Have you ever had a quarrel? Who was involved? What was it about? The information collected may be transferred to a class chart.

Who Quarrels? What Do They Quarrel About?

Teamwork is required to design Wanted Posters about each student. Interview your partner: Who is wanted? Height? Weight? Hair color? Eyes? Likes/dislikes, Can be found..., Special talents... Students hopefully become aware of individual differences

***Mirror, Mirror**. Students are paired with a partner to work cooperatively. One student holds the mirror in front of his/her face while the other student asks: "Mirror, Mirror, Say what you see. Tell what you like best about me!" The student behind the mirror responds. Then the partners reverse the procedure.*

***Hand in Hand**. Have students trace one hand on a piece of paper. Then ask the children to write the word cooperation in the palm of the hand. They will write 5 ways they can cooperate with others (one on each finger).*

Culminating Activities

1. Have the whole class brainstorm ideas about cooperation:

- What is cooperation?
- How can we cooperate with others?

Organize cooperative groups to produce ideas on a chart. Each group will share their thoughts with the class. Students may choose to present their chart in the form of a puppet play, dramatization, poetry, music, etc.

2. Cooperation Tree. Have the students design a tree using the branches of a tree, a clay pot, and soil. Write a cooperative acting on each piece of construction paper (cut into shapes). Examples of actions:

- Tell someone he or she looks nice.
- Draw a picture for someone.
- Write a friendly message to a classmate.
- Share something with a friend.

Hang the actions (shapes) on the tree branches. During the day/week, the students will pick an action shape from the tree and follow the directions by performing the specific task.

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Lesson Plan: Listening

Developed by Frankie Day and Tot Swanson
Audubon Elementary School
Baton Rouge, LA

Lesson I: Introduction

Objective: Students will be able to identify steps to good listening.

Activity

1. Teacher and students will discuss and brainstorm what a good listener looks like; sounds like; looks like; etc.

2. Teacher will read *Gabby*.

3. Discussion will enable students to brainstorm why Gabby wasn't a good listener. Why she needed to be a good listener.

4. Teacher and students will cooperatively develop a "Good Listener" chart which will be referred to later and used as a self-monitoring technique.

Positive reinforcement and oral recognition will be used to point out students practicing appropriate listening behavior.

Evaluation

1. Teacher observation.

2. Students will be able to identify and display appropriate listening behavior.

Lesson II: Role-Playing

Review what we already know about listening before we begin our game.

1. Look at the person who is speaking.
2. Listen to the person who is speaking.
3. Sit or stand properly.

Students will model being good listeners. Reinforce with praise. "How proud I am of such good listeners." Clearly and consistently repeat good listening skills. Ask - one or two of the students to model good listeners.

Introduce the game, "What Else?" which asks students to practice hearing, remembering, and expanding on a sequence of statements.

> **What Else?** *The first player says "When I went camping I took a tent." The second player repeats what the first has said and adds another item, as: "When I went camping I took a tent and a (flashlight, match etc.)" Each successive player begins with "When I went camping" and names the items in the same order before adding one of their own. When a child is unable to remember the sequence or add an item, he selects a volunteer who continues the game. If the group is large it is advisable to stop the first camping top and start a second one or even a third. Some variations could be: When I went to the zoo... I can spell... When I got up this morning, I...*

Lesson III: Self-Monitoring and Self-Evaluating

Objective: Students will display appropriate listening skills through a game activity.

Activity

1. Teacher and students will review chart. (Steps to Good Listening.)

2. Teacher will tell children that they are going to play a game and that she will be looking for good listeners. (Why are listening skills so important?)

3. Share with the students the self-monitoring sheet. Discuss how this sheet can help.

4. Students will play "Simon Says."

Evaluation

1. Fill out self-monitoring sheet. It contains the following information followed by a happy face and a sad face:

Am I a Good Listener?

Hands are still.
Feet are quiet.
Lips are silent.
Eyes are looking.
Ears Are listening.

2. Explain to the students that this checklist will be used at least three times during the week. Students who answer [Happy Face] to four of five questions will be able to earn one ticket for student of the week.

Lesson Plan: Listening Skills

Developed by Mary Nell Dominique and Nora Miller

Lesson I: Introduction

Objective: The students will identify good classroom manners for listening.

The teacher will elicit from the students:

1) Wait your turn to talk.
2) Don't laugh or make funny faces or noises.
3) Keep hands and feet to yourself.

The teacher will model suggestions from the students. The students will role-play suggestions. The students will practice suggestions. Review. The teacher will make a poster of suggestions.

Lesson II: Activate Prior Knowledge

Objective: The students will describe good listening skills and how to let others know they are listening.

Review. Brainstorm/identify good listening skills. The teacher will model while students verbally explain skills identified. The teacher will make a poster listing listening skills.

Lesson III: Practice

Objective: Demonstrate good listening skills through role playing.

The teacher will model good listening skills. The teacher will lead game "Simon Says" to practice skills of a good listener.

Read ***Hattie and the Fox*** by Mem Fox to students. Continue by doing the following:

- Divide class into five groups.
- Give each student a task card with picture and dialogue of animal character on it.

- The teacher rereads the book. The students say their lines at the appropriate time in the story.
- The teacher will ask questions about the story.

Review the steps of good listening.

Lesson IV: Practice

Objective: Demonstrate good listening skills through active participation.

Review good listening steps with students. Play "Twenty Questions" using the following steps:

- The teacher has an unidentified object in a large container.
- The students volunteer a question about what's in the box,
- Questions cannot be specific (e.g., is it candy?)
- Questions must have a "yes" or "no" answer.
- Teacher or student tallies questions on chalkboard.
- Teacher stops periodically to sum up information gained to that point and count tally marks.
- Students cannot define object until 20 questions have been asked.
- At the end of the game discuss strategies used to define object.
- Discuss the listening skills exhibited during the game.
- Review.

Lesson V: Practice with Distractions

Objective: The students will demonstrate the ability to block out normal distractions in a classroom setting;

The teacher will define and model to the students what the word "distraction" means and looks like. For example: Select one student to tell a story about what happened to him/her, Select another student to continuously tap a pencil on the desk. The teacher will model how well she listens to the story while the pencil is being tapped. Discuss.

Ask the students if there had ever been a time in their lives when a distraction bothered them and how they coped with it. Brainstorm ideas of distractions that bother students in a classroom setting. Teacher writes ideas on chalkboard. Brainstorm ways to solve these problems in the future. Students will act out some of the distractions and solutions they described.

Review.

Lesson VI: Practice Listening with Distractions

Objective: The students will demonstrate good listening skills necessary when things are distracting you through role-playing.

Review lists of things that can distract you and ways to block out the distractions.

Divide students into small groups. Tell students to plan and act out a situation in which one student will be the distracter, one student will be the speaker and other student(s) will be the listeners. The listeners will demonstrate what a good listener does when distracted. The other class members will judge the effectiveness of the skills demonstrated in the skits.

Review.

Lesson VII: Introducing Listening to Follow Directions

Objective: The student will be able to identify good listening skills that are required for following directions.

The teacher will show the students the prepared chart that lists following directions skills:

1. Listen carefully to the directions given.
2. Say the directions either out loud or to yourself.
3. Raise your hand and ask the teacher to explain them in a different way if you do not understand.
4. Follow the directions given by teacher.
5. Ask for help from the teacher if needed.

Students will read orally and discuss following directions rules.

Students will complete symmetry art activity. Students will fold a large piece of paper in half. Another piece of paper (different color) should be the size of the folded half of the first piece of paper. Draw a red dot and green dot on the same edge of the smaller piece of paper about one inch from the end. Draw a wiggly line from the green dot to the red dot. Cut on the wiggly line creating two new pieces of paper. Paste the frame on the large piece of paper to match the outer edges . Lay the other small piece back into the frame. Flip small piece over to form a symmetrical image. Glue small piece to large piece of paper.

Review.

Lesson VIII: Practice Listening and Following Directions

Objective: The students will demonstrate the ability to effectively assess their peers using good listening and following directions skills.

Divide students into small groups. Each child will have a teacher-made check list of skills for following directions. One group will be participating in a subject-related activity. The other students will quietly observe the small group and mark their check lists for appropriate good listening and following directions skills. When all groups have been assessed the teacher and students will discuss the results.

The teacher will continue to monitor the students' progress by issuing a list of the listening and following directions skills to each student to post on their desks.

Review.

Lesson Plan: Listening Skills

Developed by Debbie Guedry
Audubon Elementary School
Baton Rouge, LA

Lesson I: Introduction

Boys and girls, today we are going to discuss how listening carefully might help us, Can you tell me why we should listen carefully? (Wait for responses, record on board.)

How do you think we can show someone that we are listening? (Record list on board.)

During our next few lessons, we are going to use the list you just developed.

1. First, I'm going to tell you why we should listen.
2. Then, I will show you how to listen. We will discuss the things we can do to make us better listeners.
3. Next, we will practice listening skills by playing a game.
4. Finally, we will discuss what we can continue to do to improve our listening skills.

There are so many things we can learn if we are good listeners. So we listen in order to learn from others and to show respect for others.

Who would like to share something they have learned from being a good listener? (Several students share.) Let's refer to your list of the ways we might let someone know we are listening:

1. Look at the person speaking.
2. Don't speak while someone else is speaking.
3. Sit or stand up straight.

You did a great job!

During our next lesson, we are going to practice some of your suggestions. Why should we practice being a good listener? Yes, in anything we do, we must practice to be good at it! Great! I'm so proud of you! You seem to know why we need to listen. I can tell you are ready to practice good listening skills. We will do just that during our next lesson,

Lesson II: Role-Playing

Today, we will continue our discussion on listening skills. During our last class, you listed ways we can let people know that we are listening to them.

Let's review that list:

1. Look at the person speaking.
2. Don't speak while someone else is speaking.
3. Sit or stand up straight.

I've made this poster. Some of your steps are listed and I've added a few more steps that might show someone that you are listening:

- Hands are still.
- Feet are quiet.
- Lips are silent.
- Eyes are looking.
- Ears are listening.

Now that we have reviewed the steps, let's demonstrate each. Who would like to show us step #1 ? (Each step is modeled by a student)

Since everyone knows how each step is done, we are going to play a game of "Simon Says", I will give the commands and each of you will follow.

Example: Simon says "Eyes are looking." (students respond) Simon says "Feet are quiet." Great Job! You seem to understand how to play. (students continue game for approximately ten minutes)

You did a super job today! During our next lesson, we are going to learn how to check ourselves to see if we are doing a good job of listening. Until that time, I would like for you to watch for those students that are using the steps to good listening.

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Lesson III: Self-Monitoring and Self-Evaluating

Today, we are going to review the steps to good listening and discuss how we can check ourselves to see if we are taking those steps.

Let's look back at our class poster. Help me read our "Steps to Good Listening" (students read as a group). Now I'm going to repeat each step and I would like all of you to show me the correct way to do each step (students complete task).

Great job! Since you understand all of the steps, I'm going to share with you a sheet the will help you check yourself to see if you are doing a good job of listening when someone is speaking. (Pass out sheets.) Let's look at this sheet:

1. My hands were still. Yes No
2. My feet were quiet. Yes No
3. My mouth was silent. Yes No
4. My eyes were watching. Yes No
5. My ears were listening. Yes No
6. I did this very well. Yes No
7. I need to do a better job of listening. Yes No

This is a list of the 5 steps from our poster. During our next lesson, I am going to stop and ask you to fill out this checklist to see if you are listening, Let's make sure you understand how to fill out this checklist so you will be prepared for our next lesson, (explanation /discussion of checklist).

Thank you for being so helpful today, Remember to practice the Steps to Good Listening so you will be ready for your checklist during our next lesson. This is important because you will receive a special treat if you can answer yes to at least 4 out of 5 of the steps. We will also present you with a "Good Listener's Badge" to wear around your neck for the remainder of our class, If you practice all 5 steps every time you think about it, you will have a better chance of getting 4 out of 5 the next time we meet.

Note: Checklists will be issued at least 3 times during the next two weeks.

Workshop Agenda

Introduction

- Welcome/Introductions
- Warm-up Activity

An Overview of the Instructional Model

- What are Social Skills?
- Instructional Phases
- Instructional Strategies
- Putting It All Together: Lesson Planning

The Social Skills Model in Action

- Case Study in a School
- Share Own Experience

Wrap-Up

- Implementing the Approach
- Collaborating with Peers

Entry Points for Identification

- Identify the social skills that students need in order to follow classroom rules.
- Review the lesson plan for prerequisite social skills.
- Identify a scope and sequence of social skills that are developmentally appropriate for the particular grade level and performance abilities of the students.

Listening

Scope & Sequence

Listening Manners

- Keep eyes on speaker or face the speaker.
- Keep hands still (in lap).
- Keep feet still (planted on the ground).
- Have ears ready to listen.
- Keep lips quiet.
- Focus on what the speaker is saying.

Letting the Listener Know You are Listening

- Use Listening Manners.
- Lean forward.
- Nod or smile when in agreement with what speaker is saying.
- Use facial expressions to show understanding or confusion.

Waiting Your Turn to Speak

- Use Listening Manners.
- Let Listener Know You are Listening.
- Wait quietly (sit calmly).
- Wait until speaker has stopped speaking.
- Think about what you want to say (Ask yourself, if what you plan to say is on the topic).
- Use rules of how to enter into conversation:
  1) If in classroom group, raise hand and wait to be called upon.
  2) If in a small group, pause after speaker has stopped and start speaking.
  3) If in a small group, wait until speaker looks at you and invites you to speak.

Listening: Following Directions

- Use Listening Manners.
- Let the Listener know you are Listening.
- Restate Directions either to yourself or out loud.
- Wait Your Turn to Speak.
  1) Ask Questions - Ask for clarification.
- Follow through by completing task.

Listening: Interacting with the Speaker

- Use Listening Manners.
- Let the Listener Know You are Listening.
- Wait your turn to speak.
- When it is your turn:
  1) Make a comment or state an opinion.
  2) Ask a question.
  3) Restate what the speaker said.
  4) Encourage the speaker to elaborate or say more about the topic.
  5) Tell the speaker how you feel about what was said.
  6) Answer if asked a question.
  7) State in a polite way any disagreement: Say, "I disagree because..."

Listening to Feedback (constructive criticism)

- Relax.
- Use Listening Manners.
- Let the Speaker Know You are Listening.
- Use non-defensive body language: sit calmly, look interested in what the speaker is saying.
- Wait Your Turn to Speak - Let the speaker finish.
- If you are too angry to discuss, thank the speaker and state that you need time to think about what was said.
- When it is your turn to respond
    1) Thank the speaker for sharing the information with you
    2) Restate what the speaker said to make sure you heard accurately
    3) Ask for clarification of anything you did not understand
- If you disagree with the speaker, ask the speaker if you can share your views
    1) If speaker agrees, state your perspective
    2) Ask the speaker if he or she would like to change his or her view
- If you need to make a change based on the feedback, talk it out
    1) Evaluate suggestions for change
    2) Agree to a plan

Listening to Feedback (compliments)

- Use Listening manners
- Let the Listener Know You are Listening
- Wait Your turn to Speak
- When the speaker is finished, say thank you and smile

Listening: Problem Solving

- Relax
- Use Listening manners
- Let the Listener Know You are Listening
- Wait Your turn to Speak
- Think about what the speaker said
- Think about what you want to say
- When the speaker is finished, state your point of view
  1) If you agree with the speaker, "fix it" (e.g., apologize, ask to help fix the problem)
  2) If you disagree, state your view without name calling or attacking the speaker
- Agree to solve the problem
  1) Offer suggestions for solving the problem
  2) Discuss pros and cons of suggestions
  3) Agree to a suggestion
- If necessary, ask someone to help you work out a solution

Conflict Resolution

Scope and Sequence

Developed by Debbie Guedry and Beth Yglesias
Audubon Elementary School
Baton Rouge, LA

Relax

- Take a deep breath.
- Loosen muscles.
- Put arms down by side.
- Sit back.

Identify the Conflict Objectively

(for more mature children)

- Identify the problem.
- Identify the reason for the problem.

Talk It Out

- State your point of view, using the I message: I feel... (tell how you feel); When you...(tell what the person did); Because... (tell why); So I would like... (tell how you would like it solved);
- Use a slow, calm, quiet tone of voice.
- Use a language the other person can understand.
- Recognize that the other person may feel differently than you.

Listen In a Conflict

- Use listening manners.
- Let the listener know you are listening.
- Wait your turn to speak.
- Think about what the speaker said.
- Think about what you want to say.

Resolving the Conflict

- When the speaker is finished, state your point of view. If you agree with the speaker, fix it (apologize, ask to help fix the problem, etc.). If you disagree, state your point of view without name calling or attacking the speaker.
- Agree to solve the problem.
- Offer suggestions.
- Discuss the pros and cons.
- Agree to a suggestion.

After the Conflict

- Deal with not getting your own way.
- Realize that no one can always have his/her own way.
- Accept the decision made.
- Accept the consequences (immediate and long-term). Ask:
  What did I learn?
  What can I do differently next time?
  How am I a better person as a result of this?

Respect Exercise

Create a poem about respect.

Respect Exercise

Create a rap performance about respect.

Respect Exercise

Create a web for respect.

Respect Exercise

Draw respect.

Respect Exercise

Your challenge: To create a statue that symbolizes respect.

(Draw it or use human resources to build it.)

Respect Exercise

Write words that begin with each letter and relate to the concept.

R

E

S

P

E

C

T

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▼

Respect Exercise

Using the newspaper, find one or more stories in which respect plays a role or is a theme.

Respect Exercise

You have been selected to design landscaping for a small piece of land in front of the school. The theme is "respect." Draw your design sketch.

(You can use soil, rocks, shrubs, trees, flowers, and small garden decorations.)

Respect Exercise

Dilemma: Fire Alarm

You are standing in the hallway when you are supposed to be moving outdoors in an orderly fashion. There is a lot of movement and noise. You are combing your hair. A teachers comes by, reaches out and grasps onto your shoulder, gives you a nudge, and in a stern voice says, "Get moving!"

1. Was the teacher disrespectful?
2. Were you disrespectful?
3. Would your opinion change if there really was a fire?
4. Would your opinion change if the teacher was your friend?
5. Under what circumstances would you consider changing your opinion?

Respect Exercise

You have been selected to design a flag symbolizing respect. Design one.

Respect Exercise

Using an object, decide how you will show it respect. What factors did you consider?

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Respect Exercise

Survey says...

1. Make a list of 5-10 things that people do to show respect.
2. Make a list of 5-10 things that people do to show disrespect.
3. Ask someone to either:
   - Rank order the lists.
   - Rate the list on a 5-point scale for significance.
   - Agree or disagree with each statement.

Respect Exercise

You have been chosen to plan a "theme" meal. The theme is "respect." Write your menu for:

- Appetizers:
- Main Courses:
- Desserts:
- Beverages:

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Respect Exercise

You have been chosen to design a ride called "Respect" for a theme park. Draw your plans.

Sample Activity

Understanding Others' Feelings

In this activity, students demonstrate their ability to understand the feelings of others. They identify how different characters feel about a conflict situation.

Materials

- Photos of different people (from magazines, picture books) mounted on cardboard or chart paper.
- Post-its.

Procedures

1. Give students several post-its.
2. Show them a photograph and ask them to write a word which describes how they think the person feels. Ask them to place their post-it on the photograph.
3. Ask students to discuss what led them to select the particular feelings.
4. Tell students you are going to read them a story. As they listen, ask half of the class to take the part of Jose' and half of the class to take the part of Marissa.

   Jose' had just lost a ten dollar bill which he needed for buying medicine. Although he knew he would be late for class, he retraced his steps back to his home. As he rounded a corner, Marissa, who was rushing to get to the bus stop crashed into him. Her books flew out of her arms and into the gutter that was flowing with melting snow. Jose' was knocked

Sample Activity (continued)

down. As he got up, he pushed her aside and kept moving. Just then, he saw someone ahead of him, reach down and pick up something that looked like a money bill. Jose' looked back at Marissa and vowed to get even. Marissa reached down to pick up her muddy books and looked up in time to see the bus driving away. She looked back at Jose' and vowed to get even.

5. Before the discussion begins, ask the group to write down how their character felt. Then ask them to write down how the other character felt. Ask the students to discuss:
   - What is the problem?
   - Who caused the problem?
   - How does Marissa feel?
   - How does Jose' feel?

6. Compare the group's answers.

Teaching Social Skills Log

Student:
Type: (Aggressive Immature Withdrawn)
Social Skill:
Problem Behavior:
Student: ___ Can't Perform Behavior
___ Won't Perform Behavior

Plan of Action:
Comments:

Collaboration Log

Team:
Date:

We discussed the following:
We agreed on the following:
These are areas of concern for future meetings:
We plan to meet next on:

Teaching Listening Skills

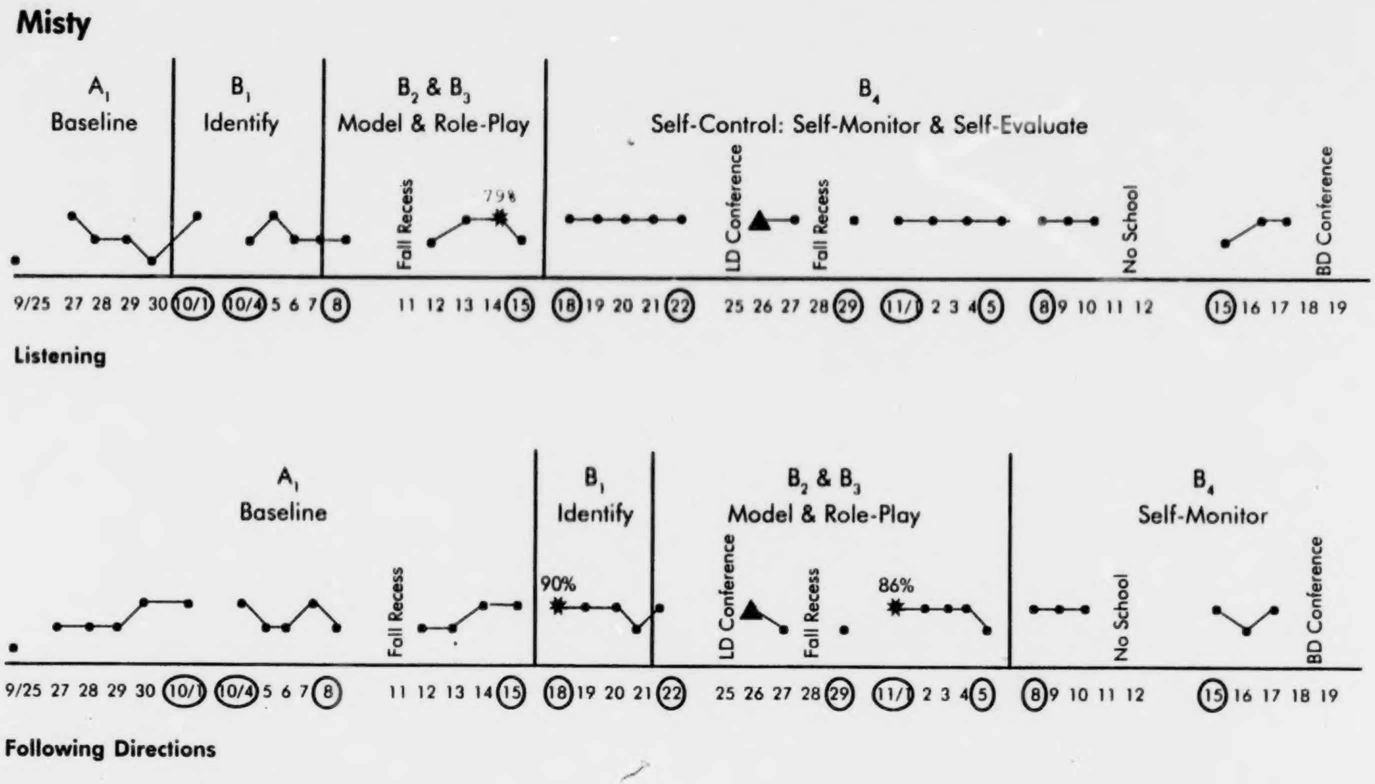
An Intervention Lesson Plan

by Jan Greenwell

A baseline on listening and following directions for the social skills lesson was begun on September 23, 1993, and continued for five days (see sample of student baseline in Figure TT1). Listening was defined as either having eye contact with the teacher or looking where the teacher had directed. Three daily samples were taken at one minute intervals during language class. At the minute intervals, it was noted on a chart whether or not each of the seven students were looking at the teacher (or where they had been directed to look). Six fifth-grade resource students were chosen to participate in the social skills program.

The first lesson was a get-acquainted meeting. It was explained to the students that in this class they would be learning social skills that would help them in the general class room, in the resource room, and also with their parents and friends. The meetings were set up to be held on Mondays and Fridays from 2:30 to 2:55 P.M.. We discussed how the skills of listening carefully and following directions might help them. We made up rules to be observed during our social skills class. Children who behaved and participated in class received praise and a piece of candy for the first few meetings and, later on, stickers.

In class number two, the skill of listening was identified for the students. They were given a handout that described five ways to let someone know that you are listening. Then behaviors that indicated listening were modeled for the students. During the next lesson, we reviewed how to let people know we are listening to them. Listening was modeled by the teacher again, then the children role-played how to listen in three different situations (at school, with their parents, and with friends). They read from scripts in all of these situations except the one with friends. In that situation, one student had to describe a TV show that he or she had enjoyed recently while the other student displayed good listening behaviors. After each role-play situation, the children were asked to identify the correct behaviors that the actors



○ = Meeting days
▲ = Observation done in regular classroom
✱ = Reliability checks

Figure TT1. Student Baseline

had demonstrated. The next meeting we worked on this same role-play again until they were able to do it smoothly without scripts.

During the week of October 18 through 22, three of the students were back in the regular classroom during language class working on a special project. This was during the period of Lesson #5, where the remaining students were taught how to self monitor for listening during our language lesson. They were given a checksheet and asked to mark it when a buzzer went off (three times per class). When the buzzer went off , I quickly scanned the room to see whose eyes were on me (or on their paper if I had asked them to be looking at it) while they marked their charts. At the end of language class, the children brought their charts to me and were rewarded with stickers when their charts matched my marks (they matched in most instances). In Lesson #5, the students were also taught how to evaluate their listening behavior.

Then the next phase, following directions was identified. There was a handout given to the students with five steps to be used when following directions. When the three children who had been in the regular classroom returned to the resource classroom, they were brought up to date on what we had been doing. During the next few weeks, charts on listening were collected at the end of language class. Eventually those charts were sent to their regular classrooms with instructions to monitor themselves every half hour and return the charts to me daily. Also, I was able to visit all of the children in the regular classroom where the children were to mark their charts when I touched their shoulder and their results were compared to mine (with 100% accuracy—they knew they were being watched closely).

Next following directions was modeled and the children were given written directions for an activity requiring them to read some directions and carry them out in order, asking for clarification if needed, They did the activity and then we discussed the steps they had used in following the directions (such as: reading the directions, saying the steps to themselves, trying to following them, and asking for help if necessary).

The next meeting involved more modeling and role play for following directions. The children were given a series of directions to carry out (each child had different directions). They did them one-by-one with discussion afterwards of how they had followed the steps for following directions.

During Lesson #8, asking for help was identified. There was a handout on how to ask for help in a positive way. Asking for help was added near the end of the program and I had not taken a baseline on this nor did I keep statistics. Asking for help was identified, modeled and role-played during the last few lessons. Records were still being gathered during language class on listening and following directions.

At the beginning of each of the social skills meetings we reviewed all previous lessons (listening, following directions, and, lastly, asking for directions).

Reliability checks were held October 14 on listening and on October 18 and November 11 on following directions, with the resource room aide helping. Her results were fairly consistent with mine. Results are recorded on the first chart at 79%, 90%, and 86% reliability on the three dates.

All of the children's listening, and following directions behaviors improved during the lesson. They were all able to state the steps of listening and following directions (and, also, asking for help). They received praise for the desired behaviors and were aware that I was watching and keeping score. In the regular classroom, they were also aware that they were being watched when I visited. I do not know if their behavior was improved when I was not around. I did request that their teachers reinforce them for listening. In the future, I would like to coordinate my work more closely with the regular classroom teachers, to increase the impact of the program.

The children seemed to enjoy their time in the class. They were disappointed when it ended. They especially enjoyed the role-play activities. I enjoyed working with them on these skills too. I believe that they learned some new skills, and I know that I learned many things that will be useful in my own classroom where I plan to teach social skills as a regular part of the program.

Lesson I: Introduction

What I'll do first is explain what we will be doing in this group. We will be working on social skills that will help you in the regular classroom and resource room.

Skills like: listening to other people (both teachers and friends), following directions, asking questions in a friendly way — things like that. Depending on how fast we go with the lessons, we may be able to work on how to: Ignore distractions, how to contribute to discussions, friendship-making skills, or skills for dealing with feelings. These skills will help you in class and with your parents and friends.

How do you think skills like listening, following directions, or asking questions in a friendly way might help you? (wait time) Let the students contribute.

1. First, I'll show you how to do the skill.

2. Then show you the skill to make sure that you understand it thoroughly.

3. Next we will do some role-playing. We will act out how to do the skill with different children playing different parts.

4. Then we'll talk about what you did well and some things that you do could do to make it even better.

5. Later you will have the opportunity to practice the skill.

Learning these skills is just like learning to play a game like volleyball. What do you do first when you learn to play volleyball? Second? How do you learn how to hit the ball (or whatever)? (First you watch somebody else then you try it, people give you suggestions to help you do it better, then you practice hitting the ball on your own.)

When we are learning to listen, there are steps that can be followed so that people will know that you are listening to them. Can you think of how you might let someone know that you are listening to them? Good work! That's what we'll be learning about next Monday.

In our group we want to encourage and help each other. There are some things we can all do that will be helpful to each other. Let's come up with a list of helpful things we can (positives instead of negatives) do and I'll list them on the chalkboard. Who can think of one way? (Let the students lead/participate.)

What if one person is talking and someone else starts to talk at the same time? Is that a good thing to do? What would be a helpful reminder about that? (something like wait your turn to talk.) Good, why should you wait your turn instead of just starting to talk?

Any other suggestions of helpful reminders for our group?

Let's go over these together. I'll put these reminders on a poster to use in our group on Friday.

You all have helped a lot in setting up the group and how it will be run. I'd like to give you 3 extra stamps on your assignment sheets and a Jolly Rancher for being so helpful.

Lesson II: Identify the Skill

Show "Helpful Reminders" poster and go over it.

Today we will be learning about listening skills. How can we let people know that we are listening to them? (Wait time)

Sometimes others may think someone isn't listening even though he or she really is. These steps are to show someone that you are really listening. [put on board]

1. Look at the person who is talking.
2. Remember to sit quietly. Too much fidgeting makes people think that we are not listening.

3. Think about what is being said.

4. Say yes or nod your head.

5. Ask a question about the topic. Discuss relevant questions to find out more. (i.e., ones that do not change the subject).

Give feedback: Have the children read these steps and explain them to me. Call on them to explain or comment on each step. Make sure they understand the steps. Then model them. Or model them and then have the children explain them in their own words to assure understanding.

Emphasize showing someone the behaviors that indicate that the student is modeling listening. Suggestions for situations:

- School: Your teacher explains an assignment. How would you show him or her that you are listening? Show me how you would do it.
- Home: Your parents are talking with you about a problem. How would you show them that you are listening? Show me how you would do it. Assign roles: Misty and Timo are parents, someone is child (ask Abe if he wants to do it).
- Friends/classmates: Another student tells of a TV program he/she watched or what he/she did over the weekend. How would you show the friend that you are listening? Show me how you would do it.

Give Feedback: What was good about the role play and what could be made better. Can redo if time. Make sure they demonstrate listening behaviors outlined—not just joke around!

Give reward (sucker or Jolly Rancher) to those students who cooperated.

Next time we will be doing more role-plays. You will act out how to show that we are listening in some of these situations.

Summarize: What did we learn today? Ask each child or several of them. Pass out handout that contains the following information:

How to let people know that you are listening:

1. Look at the person who is talking.
2. Remember to sit quietly.
3. Think about what is being said.
4. Say yes or nod your head.
5. Ask a question about the topic to find out more.

Lesson III: Practice

Before we start I'd like to mention that the purpose of this class is to learn good kills. The way we learn something is to have someone show us and then we do it. I would like for you to demonstrate good listening skills today during this class - not just during the role-play but during the entire class—when I am talking and when your classmates are talking. Please listen to everyone and do not interrupt. If you have something to say, please raise your hand.

Go over helpful reminders:

Helpful Reminders:

1. Listen to one another.
2. Respect others' comments.
3. Keep your hands, feet, and objects to yourself.

Add don't interrupt to the list.

The last time we discussed how to let people know that we are listening. Who remembers one of the ways [they were on the handout that I gave you]? Another? Put them all up on the board again.

Demonstrate/model listening to them first! Have someone tell me about their favorite hobby/pastime. Nod. Ask a short question.

Now we will do some role-playing. We will take different parts. As we do role-play, we will demonstrate the listening behaviors that we have learned. (Review handout) After your group is finished, I will tell you which listening behaviors you demonstrated and what (if anything) needs improvement. (Might have them do it again to model behaviors.)

We will be doing 3 scenes:

Script: Home.

Timo: Abe, we want to talk to you. We want you to call us when you get to your friend's house.

Misty: Yes, we were worried last time that you went to his house and we did not know where you were.

Abe: I forgot.

Timo: Please try to remember this time so we will know that you got there safely.

Abe: Okay. I'll remember to call as soon as I get there.

Misty: Thanks. We would appreciate it.

Script: School.

Teacher: Class, I want you all to turn to page 19 in ***Bones and Stones****. For this assignment, you need to match the name of the animal with the picture of its body part. You will draw a line between the word and the picture, Does everyone understand?*

Student: Raise hands

Teacher: Yes?

Student: There are 6 names of animals and there are 17 pictures. How can we match them up?

Teacher: They put in an extra picture to make sure you will be one extra picture left were paying attention. There I over after you have matched the words and the pictures.

Student: Now I understand. Thank you.

Script: Friends.

Friend: Last week I saw a TV show that I really enjoyed. It was about ______.

Listener: What was your favorite part?

Friend: It was when ______.

Listener: Nods, it sounds like you really enjoyed the show.

Friend: Yes, I did, I'd like to see it again sometime.

Give Feedback: What was good about the role play and what could be made better. Can redo if time. Make sure they demonstrate listening behaviors outlined—not just joke around!

Give reward (sucker or Jolly Rancher) only to those students who cooperated.

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Lesson IV: Modeling and Role Playing

Some of you missed class last Friday so before we start I'd like to mention again that the purpose of this class is to learn good listening skills. The way we learn something is to have someone show us and then we do it. I would like for you to demonstrate good listening skills today during this class—not just during the role-play but during the entire class—when I am talking and when your classmates are talking. Please listen to everyone and do not interrupt. If you have something to say, please raise your hand.

Go over helpful reminders:

1. Listen to one another.
2. Respect others' comments.
3. Keep your hands, feet and objects to yourself.
4. Don't Interrupt.

We have been discussing ways to let teachers, parents, and friends know that we are listening. Who remembers one of the ways [they were on the handout that I gave you]? Another? Put them all up on board again.

Last time we did some role playing. We will finish that today. As we role play, we will demonstrate the listening behaviors that we have learned. (Review handout.) When a group is doing the role play, all eyes should be on the group and everyone not involved in the role play should remain quiet and not interrupt so that the group can work together. There will be no interrupting or talking out. While the role play is going on we will watch for the behaviors listed on the board/handout and at the end of the role-play we who are watching will tell the group which behaviors they did.

We will be doing 2 scenes:

> **Home:** *Your parents are talking with you about a problem. How would you show them that you are listening? Show me how you would do it.*
>
> **School:** *Your teacher explains an assignment. How Would you show her that you are listening? Show me how you would do it.*

Give Feedback: What was good about the role play and what could be made better? Can redo if time. Make sure they demonstrate listening behaviors outlined — not just joke around!

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Next week I will be watching you during our class time together to see that you are using these listening behaviors. I will sometimes point out to you when you are listening correctly. Starting next Friday, you will be monitoring yourself for listening while you are in resource class during language. Later, you will be given this task as homework in your regular classroom.

Give reward to those students who cooperated.

Lesson V: Self-Monitoring, Self-Evaluating, and Self-Reinforcing

Reinforce correct listening behavior throughout the day in resource classroom.

Introduce self-monitoring. Review listening behaviors. Hand out charts. Tell them this is a chart that you can use during resource language class. I will be watching to see if you are listening to Mrs. Crandall's lesson (and later on, my lesson). I expect you to be listening to Mrs. Crandall when she is giving you your language lesson. I will ask you (signal you?) to stop and record on this chart whether or not you were listening several times during the lecture. Just put a check mark under yes or no for the first two questions. The third question about responding to the lesson by nodding, adding a comment, or asking a question will be something that you will occasionally check off, but will probably not happen every time you monitor (watch) yourself. Are there any questions about what you are supposed to do? Tell me how you are going to use this chart during language class.

Answer honestly when you fill out the chart. This is just to let you know how you are doing. You are not getting a grade on this. But, we will compare your chart with my chart at the end of the period. If your chart agrees with mine, you will be rewarded with a Jolly Rancher.

Introduce self-evaluating and self-reinforcing. When you are filling out your charts, think to yourself about your listening. If you were not listening, think about it. For example, if you were not listening, say something to yourself like: "I didn't know what page we were on in our language book, so when Mrs. Crandall called on me, I couldn't find my place. I need to pay more attention." If you were listening, give yourself a compliment for a job well done! For example, if you were listening and you did know what page the class was on and were able to do what Mrs. Crandall had instructed, tell yourself something like: "I was paying attention and could do what Mrs. Crandall asked me! I could do it because I was listening carefully. I'm pleased with myself. Good listening!"

Introduce listening to follow directions. Identify how to follow directions:

(prepare on handout also):

1. Listen carefully to the directions.

2. Say the directions either out loud or to yourself.

3. If you do not understand the directions, raise your hand and ask the teacher to explain them further.

4. Try to follow the directions.

5. Ask for help from the teacher, if necessary.

These are the steps for following directions. Let's read them. Have kids do it. Do you understand the five steps to following directions? What should you do before you ask the teacher to help you with your work?

If time, do an activity. Get dictionary skills packet and start a new page that no one has done yet. Read the directions to the class. Have them listen, say directions to selves, ask for clarification if do not understand, try, and ask for help if have to. Make sure they try before they get help from teacher!

Ask the students to evaluate their behavior using the following questions:

- Was I listening?
- Was I looking at the teacher?
- Was I sitting quietly?
- Was I thinking about what was being said?
- Did I nod, ask a question or make a comment about the subject matter?

VI: Following Directions Model and Role-Play

Review listening. Go over steps of listening. Remind them of self-monitoring, self-evaluating and self-reinforcing.

Tell them about next week when I will be doing the language lesson and timer for them to mark their listening sheets. Ask their teachers to give students praise for listening behaviors.

Identify following directions. Pass out handouts and go over the steps.

Model. Find directions and model the steps to students (listening, say out loud to self, ask a question, follow them). Could do a dictionary packet sheet or recipe.

Role Play. Read and hand out directions for thumb print activity. Have students listen, say directions to themselves, ask for clarification if they do not understand, try, and ask for help if they need it. Make sure they try before they get help from teacher! Have them go through the steps for following directions. The activity follows:

Directions for making animal stationery.

1. Draw an oval on scrap paper.
2. Plan and draw a silly face on it.
3. Press thumb on red stamp pad.
4. Put thumb print on upper left hand of paper.
5. Press thumb on red stamp pad again.
6. Put thumb print on back of envelope near the center point of the flap that seals the envelope.
7. Draw a silly face on the thumb print on the piece of paper and on the thumb print on the envelope.

Closure: Ask for steps of following directions again:

1. Listen carefully to the directions.

2. Say the directions either out loud or to yourself .

3. If you do not understand the directions, raise your hand and ask the teacher to explain them further.

4. Try to follow the directions.

5. Ask for help from the teacher, if necessary.

Lesson VII: Model & Role-Play

Review listening. Go over steps and ask, "who remembers them?"

1. Look at the person who is talking.

2. Remember to sit quietly.

3. Think about what is being said.

4. Say yes or nod your head.

5. Ask a question about the topic to find out more.

Remind them of self-monitoring, self-evaluating and self-reinforcing. Hand out extra self-monitoring sheets (with all questions) or tell them I will give them on Monday. Go over what to do on forms. Make a tally mark or check when appropriate. Ask them to mark it in their regular classroom next week every time the minute hand gets on 6. Tell them that it is just a reminder of good listening behaviors. It will help them to remember to listen.

Talk to their classroom teachers about this. Also ask teachers to reinforce good listening in these students.

Begin the activity for following directions. Go over the steps. Give directions to individual students that they can remember and carry out. Have them demonstrate saying the directions out loud to self and following directions. Model following directions.

Everyone needs to be very quiet while a student is following directions. Do not help the student try to remember. That student needs to repeat the directions and ask for help on his or her own if necessary.

Begin by asking Rachel, "please go over to the file cabinets and bring me the tee shirt box for the 5th graders." Comment on what she remembered to do and what needs improvement.

Ask Timo, "please go over to the file cabinets and bring me the ruler from off of the top of them and place it on the chalkboard tray."

Ask Natasha, "please go get a red pen from my desk, carry it to Mrs. Crandall's desk and put it down in her can of red pens."

Ask Abe, "please get a yellow sticky note from my desk, write your name on it, and stick it to Jamie's desk."

Ask Misty, "please take a piece of chalk from this chalkboard over to Mrs. Crandall's chalkboard, write your mother's name on the board, then come sit down at Crystal's desk."

Ask Sabrina, "please go get your language book, take it to my desk, put it down and pick up the round can with bears on it, peek inside and don't say anything, and bring it to me."

You all did great! Some of you needed to have the directions explained further, but you all tried to follow the directions first. Give out stickers to those who cooperated and did not interrupt.

Appendix UU

Field-based Social Skills Training for Preservice Educators

by
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Perhaps the most common surprise to undergraduate education majors is the realization that, even when lesson plans are carefully designed, some children do not respond to instructional delivery. Despite coursework in motivation, classroom management, and discipline techniques, only real life experience makes apparent the importance of students' having internalized specific social skills prerequisite to academic learning.

To address this preparatory need, six hours of social skills training were incorporated into the syllabus of our field-based, undergraduate program. Instruction based on ***A Collaborative Approach to Social Skills***, designed by Cynthia Warger and Robert Rutherford, was presented by a six-member team: a principal, two counselors, two classroom teachers, and a professor for the university project.

Purpose

This article will delineate these components of a training program for preservice teachers: two workshops, the preparation and delivery of listening lessons, and side-by-side observational experiences. The intent is to provide possible ideas for others preparing staff development toward improving students' social skills. If opportunity for university collaboration is available, the procedures we used may be directly useful. If not, some of the activities we included may stimulate thought for plans more appropriate to your own situation.

Workshop I

The initial session, structured for approximately two and one half hours, included:

- An overview of social skills research that shows these competencies as vital components of an effective learning environment.
- An introduction to ***A Collaborative Approach to Teaching Social Skill*** as a reference resource for the classroom teacher.
- Delineation of the twenty-three specific skills research shows that students need for success in the classroom as described in Rutherford's ***Teaching Social Skills*** program.
- Explanations and demonstrations of data collection techniques for determining group and individual levels of competence on targeted skills.
- Suggestions for activities to help students learn appropriate social behaviors, including self-monitoring strategies through which students can learn to self-regulate their behaviors.

The overview awakened our university students to the fact that undeveloped social skills frequently prevent children from accessing academics. Presenters explained the current movement toward understanding the critical role of social skills training as a means to optimize students' chances for academic success. Students thought about individual students in their internship classrooms. They asked themselves: Is it because she or he can't or won't participate in classroom activities? Using the guidelines presented they made these determinations The overview made them aware that these students need systematic guidance so they can break the social barriers preventing their progress.

A cursory review of the handbook gave our students the confidence that they could systematically address the needs of children lacking social skills. Through this user-friendly manual, they were able to locate realistic diagnostic and corrective suggestions for immediate classroom implementation. They practiced locating sections of the manual to address specific situations. Viewed the manual as a reference tool rather than a textbook empowered them as teachers.

Of prime interest to our students were the descriptions of the twenty-three skills; the differentiation between "can't and won't" students; the means for determining whether individual students are aggressive, immature, or withdrawn; and the steps for teaching each skill in a discreet and manageable fashion. They were given opportunity to picture children whom they had observed in classrooms and think through each step in analyzing their patterns of behavior.

The class then participated in activities to "get the feel" of observation and recording procedures. They learned basic strategies for narrowing general descriptors, like "hyperactive," to specific observable behaviors, like "raising one's hand before speaking." The presenters asked students to tally instances of hand-raising during a demonstration. They were surprised to see how quickly they became skilled enough to reach a high level of consistency with other observers looking for the same specific behavior. It became apparent that the more difficult task is determining the behavior on which to concentrate. Each student thought about the "target" student with whom she or he was working in an assigned classroom, trying to decide on the critical skill requiring attention and an observable behavior which would demonstrate that need. This experience provided direct application of the theory presented at the beginning of the session.

The next segment of the session focused on techniques for teaching children specific social skills. A video from the Foundation for Exceptional Innovations, which includes footage of teachers working with their own students, provided opportunity for our university students to see in action the process for one-on-one training. They identified steps the teacher or counselor takes to:

- Describe and model the behaviors that will help the child succeed.
- Guide the child to practice the behavior in a sheltered situation.
- Help the child transfer the behavior to the classroom setting.
- Provide tools so that the child can self-monitor instances in which she or he applies the new learning.

The students then took the role of children as they played a game demonstrating a possible group training experience in one of the social skills. This sample lesson plan showed how listening skills can be learned through ongoing curriculum coverage.

Third Grade Listening Lesson: The States Game

Objective: The students will use and identify the characteristics of good listeners.

Materials: Yarn-threaded cards with names of individual states for students to hang around their necks (one per student).

Procedures:

1. Hang Arizona card around own neck.

2. Ask students to make a large circle.

3. Distribute cards randomly, one to each student. Ask the students to hang the cards around their necks.

4. Say: For this game, you will hear one specific fact about each of these states. You will be called on and you must be able to remember all of these facts.

5. Ask each student to look at the state shown on his/her card and think of two things: something special your state has and a gesture to go with that fact.

6. Give own example: Arizona has citrus. (Hold rounded hand to puckered lips and shiver as if eating something very sour.)

7. Remind students of the two requirements: "My state has _______ and a gesture. Ask students to repeat these requirements chorally.

8. Allow students approximately one minute to think of their statements and gestures. Encourage them to ask their neighbors, if they cannot think of anything.

9. After one minute, call class back to attention and ask whether anyone is still stumped. If so, see that members of the class provide suggestions as needed.

10. Say: I'll begin and we'll go around the room, each of us giving the fact and gesture. After each student says-and-does, the whole class will say-and-do together. This will help us all remember every fact.

11. Lead the circle time per directions.

12. Say: Now it's time to see what we remember. I will look at a card and try to say the fact and do the gesture. If I get it right everyone will repeat the fact and gesture with me. If I can't remember anybody's fact, I'll just read a state name and say "Help." Then we'll all say-and-do together. The person whose state has just been called will turn over his/her card, showing the blank side, and take the next turn. Let's see whether we can make it through the whole class.

13. Play the game.

14. At the close of the game, ask the students whether they were listening during the game. Ask them to list ways they showed that they were good listeners. [Possible responses: kept quiet when others were speaking, had a reason to listen, looked from speaker to speaker, leaned forward, repeated what the speaker said]

15. Write the students' list of characteristics of a good listener on a chart for future reference.

The intent of these two activities was to emphasize the importance of children taking control of their own behaviors. The teacher's tasks are to help her students define each of the social skills and to promote self-monitoring so that the skills become lifelong strategies.

Workshop I concluded with time for our students to prepare for the second stage of the training, trying out the techniques on their own. They began to plan their two course assignments: the class listening lesson and the observation of an individual.

Teaching a Group Listening Lesson

Following the first training session, students collaborated with their mentor teachers to prepare listening lessons for delivery in their respective internship classrooms. Listening was the skill suggested for this practice in planning and teaching a lesson, since it is the social skill most often identified by teachers as a missing prerequisite to success in the classroom. Through this experience we wanted our students to sense the importance of establishing social expectations before beginning academic instruction. This classroom application offered them opportunity to try group instruction of a social skill before their teaching of a thematic unit, another requirement of our course.

Observation of an Individual Child

The second social skills assignment was to focus on individual intervention. Earlier in the semester each university student had asked his/her mentor teacher to identify a target student who would benefit from one-on-one support while serving as a case study for the university coursework. At the close of the first social skills workshop, each university student thought about this target student's behaviors in an attempt to select one of the twenty-three social skills to observe during a regular school day. The university student was then paired with one of the workshop presenters, who would serve as a coach for an observation in the internship classroom to be scheduled for the following week. The university student suggested the behavior to be observed; the coach helped decide on the behavior that would give evidence about that skill and prepared an appropriate checklist. A master visitation schedule was created and disseminated to the university students, coaches and classroom teachers.

Each coaching session included:

- A brief preparation to ensure that the university student knew what to look for and how to use the recording prepared by the coach.
- Approximately 15 minutes of classroom observation.
- A debriefing to determine whether the university student and coach agreed on the data collection and its interpretation.

This diagnostic observation was a learning highlight for our students, as it provided them hands-on experience with one-on-one feedback from a trained coach. It was a particularly appropriate experience for our university class, as the course is designed to prepare future teachers for collaboration between regular classroom teachers and special educators. We want elementary and special education majors to learn each others' roles within the complexities of instructional delivery to meet the needs of all children. The observational strategies these preservice teachers experienced will be of particular value during the referral processes in which both general and special educators participate.

Workshop II

The purpose of the second workshop, almost a month after the first, was to provide opportunities for participants to share learnings from their teaching and observation experiences and to raise questions about next steps in implementing social skills training for groups and individuals. The session included time for each student or team to talk about their group listening lesson: how the lesson was designed, how the students reacted, and what learning occurred. The participants exchanged insights from their coaching sessions: what skills they targeted, what instruments they used, and how the information helped them plan for future interactions. There was a natural flow of questions within this portion of the session.

University Students' Responses

Comments during the sessions and in the students' journals showed the impact of the social skills training on these preservice teachers. The students were given latitude to discuss any part of the semester's coverage in their journals. The majority opted to include entries on the Social Skills training, an indication of the significance these preservice teachers placed on this learning experience.

The entries recounted specific information learned, providing the students with reference material for the future. For instance, one student, telling of her listening lesson, stated, "The students...realized that listening involves...eye contact, not talking, repeating what is said and leaning forward to the person speaking." Another student noted that "it is most important to pinpoint the exact skill to be observed." Other students listed the characteristics of behaviors to be considered during observations: event, duration, time sample, and intensity. It was apparent that the specificity of steps within the approach was an anchor for these budding professionals.

Other statements summarized the overarching benefits of social skills training. Our preservice teachers appeared to agree on several key issues.

Students became aware of the criticality of social skills for students' becoming academically competent and contributing to the cooperative climate of a classroom. In one student's words, "By teaching these skills, we eliminate many barriers to learning, not only for the child displaying the behaviors (or lack thereof), but for peers."

Students valued the availability of ideas for analyzing individual children's target areas for social skills growth. One student described the ***Teaching Social Skills*** (Rutherford et al, 1992) manual as "a usable, quick reference tool that can be individualized [for] students as needed." Another commented on the power of its focus on "steps [for students'] self-monitoring, self-evaluating, and self-reinforcing" through which "each student is taught to eventually self-manage his or her behaviors,...[and] is given the tools necessary to choose the behavior appropriate to the situation."

Students grew through their side-by-side observations with the trained coaches. As one student stated, "I learned a lot [through] the opportunity to work with [my coach] on this training. She helped me know what to observe...when watching...my student [and how] to use a record card to assess her listening skills."

Students are preparing for application of their training in their own classrooms in the near future. A special education major showed her growing confidence as she wrote, "Now whenever I am alone doing an observation I will know what to look for." An elementary education student expressed the general opinion of the class in these words, "I feel this social skills training was definitely worthwhile...for my own future use."

Summary

Through their class comments, discussions with coaches, journal entries, and follow-up activities in their internship classrooms, these preservice teachers expressed their awareness that social skills need to and can be explicitly taught. The effective teacher must:

- Know what social skills are needed for successful classroom functioning.
- Be able to determine the most needed skill for the class as a whole at any given time.
- Know how to provide group instruction on specific social skills.
- Be able to identify students who could benefit from individual social skills instruction.
- Know specific techniques for data collection and analysis to profile the skill level of an individual child.
- Know how to assist individual students to develop strategies for self-monitoring their social behaviors.
- Fortified with this introduction to social skills training, we feel our students are better prepared for the challenges of teaching in a time when curricula are undergoing extensive change, public demands on the educational system are continually expanding, and the social climate is intensely pressure some. Social skills training is basic and vital.

References

Rutherford, R., Chipman, J., DiGangi, S. & Anderson, K. (1992). ***Teaching Social Skills***. Ann Arbor, MI: Exceptional Innovations.

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What Makes Collaboration Difficult In a Social Skills Context

Interpersonal

- Give Up Control
- Anxiety: New Content and Role
- Own Behavior May Be Part of Problem
- Picking Social Skill to Target
- Seeing Something Different
- Not Following Through
- Different Tolerance Levels

System

- Time
- Equal Status
- Shared Students
- Shared Planning
- Choice of Co-Collaborator

The Time Issue: Ideas

- Time Out Blocks
- Administrator Supervision
- Shared Students
- Choice of Co-Collaborator
- Authority to Reallocate or Reconfigure Resources
- Modify Work Periods
- Roving Substitutes
- Parent Support

Skip

Skip, an attractive sixth grader, is sitting at his desk. From his desk the teacher, Mr. Bernard, has just announced that it is time for history. "Take out your books boys and girls and turn to page 76," he commands without expression. Skip looks to his left at a peer who rolls his eyes in disgust. Skip imitates the eye rolling. Skip then turns to the student on his right and, with exaggerated movements, rolls his eyes again. The student bursts into giggles. From his desk, Mr. Bernard looks at Skip and says, "Do you have a problem?" Skip shakes his head no. Mr. Bernard tells the class again to open their books to page 78. A student in the front row calls out, "You said page 76." Skip looks at his classmate to his left and rolls his eyes, this time adding an exaggerated head movement. The students on both sides of him giggle. Mr. Bernard, still sitting at his desk, calls out, "Is something funny in the back row?" Skip looks at Mr. Bernard and shakes his head no. When Mr. Bernard looks away, Skip makes a monkey face. The students sitting next to him laugh uncontrollably. Mr. Bernard, still sitting at his desk, inquires with a stern voice, "Skip, why don't you begin reading on page 76?" Skip replies, "I thought we were on page 78." A student from the front row calls out, "Yeah, you said page 78." Another student calls out, "He also said page 76." During this exchange, Skip intensifies his monkey faces. Several students from the row in front of Skip have turned to watch him. They are no giggling. Mr. Bernard, still sitting at his desk, slams down his book, stands up, and says, "All right boys and girls, turn to page 80. I want you to complete all ten of the chapter questions. We were going to complete these aloud in class, but since Skip and his friends can't control themselves, you'll do it as seat work. What you don't finish will be homework. No talking, or I'll add questions." Several students groan and glare at Skip. Skip shoves his book forward, away from himself, looks at his friend and shakes his finger, "Tsk, tsk, tsk." The student looks away, as Skip crosses his arms in front of him and sits glaring at Mr. Bernard.

From your perspective, what seems to be the source or sources of the problem here? Take a second and jot down your answers.

Following Directions*

Student: Withdrawn Behaviors

A withdrawn student frequently responds to teacher directions with passive, fright or flight responses. These responses may be due to past negative interactions with teachers where directions might have been ambiguous, unfair, or unrealistic; where following directions was not reinforced; or where the student's fright, flight, or passive responses were not dealt with appropriately by teachers and other school personnel.

Environmental Assessment

Determine if there are obstacles in the environment that prevent the student from following teacher directions. For example, does the teacher have realistic expectations when giving directions to students? Does the teacher give clear and concise directions when placing academic and social behavior expectations and demands on students? Does the teacher provide positive consequences for following directions and negative consequences for not following directions in the classroom or other school settings?

If the classroom environment is such that students are not consistently given clear and realistic directions, they may not be able to respond appropriately when given teacher directions. An example of removing environmental obstacles would be for the teacher to establish specific classroom rules and directions for the withdrawn student's academic and social behaviors and periodically reviewing these rules and directions with all the students.

After determining whether environmental obstacles prevent the student from following directions, determine whether the student is either not **able** to follow directions or **chooses** not to follow directions.

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*From Rutherford, et al (1992). ***Teaching Social Skills: A Practical Instructional Approach***. Ann Arbor, MI: Exceptional Innovations. Reprinted with permission.

Interventions

Student Can't

If the student is not able to follow directions because he or she lacks the prerequisite skills and/or strategies, focus the intervention on teaching the student strategies for following directions.

Intervention 1: Teach the student to identify alternative behaviors and strategies to use to follow teacher directions. Alternative responses to use when given academic and social behavioral directions in the classroom include:

1. listening carefully to the directions;
2. restating the directions either out loud or to oneself;
3. clarifying the directions, if necessary;
4. attempting to follow the directions;
5. asking for teacher assistance, if necessary.

The withdrawn student is often likely to react to teacher directions with fright, flight, or simply passive responses. Rather than follow directions, the withdrawn student often removes him or herself from interactions with the teacher. The student should be taught a series of alternative responses and strategies to assertively follow teacher directions. Assertiveness involves teaching the student how to comply with teacher directions without being either aggressive or passive. Appropriate behaviors include listening to the directions, restating and clarifying the directions, attempting to follow the teacher's directions, and asking the teacher for help if necessary.

Intervention 2: Provide models, either through teacher demonstration or with small groups of selected peers, of alternative behaviors to use to follow teacher directions. Provide opportunities for the student to observe the teacher and/or peers follow directions in simulated role play situations. In addition, when instances occur in the classroom where peers successfully use these alternative behaviors in order to follow directions, emphasize these behaviors to the student.

It is important that the withdrawn student have the opportunity to observe others successfully following the teacher's directions. The student should have the opportunity to observe peer models in role play situations act out how to assertively follow directions. In addition, when peers successfully follow directions in the classroom, the teacher should point out these instances of appropriate behavior to the student ("Carolyn, did you see how everyone took out their books when I asked them to? Would you take out your book too please?"). The key to effective modeling is to have high status peer models, clear and concise examples of following directions, and teacher praise and positive feedback to the peer models when they successfully follow directions.

Intervention 3: Provide the student with the opportunity to practice alternative strategies for following directions in nonthreatening role play and real life situations. Socially reinforce the student for demonstrating behaviors and strategies for following directions.

After the withdrawn student has observed a number of peer models demonstrating how to assertively follow teacher directions, he or she should have the opportunity to practice these same assertive behaviors and strategies in simulated and real life situations. It is also important that the student receive teacher praise and positive feedback when he or she demonstrates how to assertively follow directions.

Intervention 4: Directly socially reinforce the student for following directions.

Provide social reinforcement to the withdrawn student when he or she spontaneously follows directions ("Kathleen, you seem to be getting pretty good at following my directions. You followed all of the steps for putting the Civil War material on the board except how to line up the pictures. I'm glad you asked me again how to do that.").

Intervention 5: Teach the student how to control, through self-monitoring, self-evaluating, and self-reinforcing, the use of alternative behaviors and strategies for following directions.

Have the withdrawn student keep a record card to track how he or she deals with teacher directions. The record card might look like this:

Record Card QQ

Teacher's Directions	My response
1.	☐ Understood ☐ Asked to Explain ☐ Tried ☐ Did
2.	☐ Understood ☐ Asked to Explain ☐ Tried ☐ Did

Once the withdrawn student is successfully monitoring instances of following and not following the teacher's directions, the student can be taught to both self-evaluate how successful he or she is at following directions ("When the teacher told us how to put the Civil War stuff on the bulletin board, did I raise my hand and go up to her and ask how to line up the pictures?), and self-reinforce his or her appropriate responses ("It was neat that the teacher didn't get mad when I asked her again how to line up the pictures. I think I'm getting better at following directions and I think she's getting more patient with me.").

Student Won't

If the student has the skills necessary to follow directions, but chooses not to, the focus of intervention will be on providing motivation to the student to successfully follow directions.

Intervention 1: Provide the student and his or her peers with a clear set of school rules and expectations that everyone will follow the teacher's directions.

When a withdrawn student has the necessary skills and strategies to assertively follow teacher directions, but chooses not to use these skills and strategies, the teacher must establish clear, consistent, and immediate consequences both for following directions and not following directions. For example, the student will receive teacher praise and attention when he or she follows directions and, perhaps, teacher negative attention or loss of privileges if directions are not followed.

Intervention 2: Use the model teaching strategies (identify, model, practice, reinforce, and self-control) to review for the student the expected behaviors and strategies for following teacher directions.

If a withdrawn student chooses to continue to not follow teacher directions, he or she should be retaught how to identify the alternative skills and strategies for assertively following directions. In addition, the student should: observe models following directions, practice following directions in role play and real life settings, receive teacher reinforcement for following directions, and learn to self-monitor, self-evaluate, and self-reinforce successful instances of following directions.

Student: Immature Behaviors

An immature student often responds to teacher directions in a manner which is not physically or verbally age appropriate. When given directions, the immature student may cry, argue, tantrum, withdraw from interaction, sulk, or engage in behaviors completely unrelated to the teacher's directions.

Environmental Assessment

Determine if there are obstacles in the environment that prevent the student from following teacher directions. For example, does the teacher have realistic expectations when giving directions to students? Does the teacher give clear and concise directions when placing academic and social behavior expectations and demands on students? Does the teacher provide positive consequences for following directions and negative consequences for not following directions in the classroom or other school settings?

Removing environmental obstacles for an immature student might involve assuring that teacher directions to all students are clear and that following these directions will consistently result in positive consequences for students. Compliance training is an intervention technique for teaching younger students how to follow teacher directions and commands. The teacher presents sequences of directions and systematically reinforces students for following increasingly complex directions. The purpose of compliance training is to teach younger children how to listen to teacher commands and respond accordingly.

After determining whether environmental obstacles prevent the student from following directions, determine whether the student either is not able to follow directions or chooses not to follow directions.

Interventions

Student Can't

If the student is not able to follow directions because he or she lacks the prerequisite skills and/or strategies, the focus of intervention will be on teaching the student strategies for following directions.

Intervention 1: Teach the student to identify alternative behaviors and strategies to use to follow teacher directions. Alternative responses to use when given academic and social behavioral directions in the classroom include:

1. listening carefully to the directions;

2. restating the directions either out loud or to oneself;
3. clarifying the directions, if necessary;
4. attempting to follow the directions;
5. asking for teacher assistance, if necessary.

The immature student, much like the withdrawn student, is likely to respond to teacher directions with fright or flight responses. However, the immature student is also likely to respond in a manner which is not age appropriate. The immature student should be taught to identify a series of alternative responses for following directions including how to listen to directions, restate or rephrase directions, ask for clarification of directions, attempt to follow directions, and ask for assistance from the teacher if necessary. The key to teaching these responses to an immature student involves systematic shaping where the student has multiple opportunities to practice approximations of the expected behaviors and is reinforced for performing these approximations before finally performing all of the alternative responses. For example, the immature student might be taught to identify very simple steps to completing a task at first, and then when the student is successful at accomplishing these tasks, the teacher would introduce more complex tasks.

Intervention 2: Provide models, either through teacher demonstration or with small groups of selected peers, of alternative behaviors to use to follow teacher directions. Provide opportunities for the student to observe the teacher and/or peers follow directions in simulated role play situations. In addition, when instances occur in the classroom where peers successfully use these alternative behaviors in order to follow directions, emphasize these behaviors to the student.

In order to facilitate the shaping of an immature student's following directions, a number of examples should be provided of peers following the teacher's directions. The teacher can set up examples of peers using alternative behaviors to follow directions either in simulated small group role play settings or in real life situations when peers naturally follow directions appropriately. For example, the teacher might have the immature student observe another student follow the teacher's directions for setting up a Nintendo game and then have the immature student follow the same sequence of directions. It is important that the examples of following directions are clearly displayed by peers, that the peer models have high status for the student, and that peer models are socially reinforced by the teacher for successfully following directions.

Intervention 3: Provide the student with the opportunity to practice alternative strategies for following directions in nonthreatening role play and real life situations. Socially reinforce the student for demonstrating behaviors and strategies for following directions.

Strategies for teaching an immature student alternative and more age appropriate ways to follow teacher directions will involve shaping these new responses by first providing multiple examples and then providing multiple opportunities for the student to practice approximations of these behaviors in role play and real life situations. As the student becomes more proficient at basic direction following behaviors, he or she is reinforced for increasingly complex behaviors and strategies for following teacher directions.

Intervention 4: Directly socially reinforce the student for following directions.

Provide social reinforcement to the immature student when he or she completes each approximation toward successfully following directions ("Sam, you did a super job following my directions on how to set up the printer - you listened, restated, clarified, and tried. You didn't have to ask me for assistance. You did such a good job, why don't you print out that banner you wanted to make after you print out your school work?").

Intervention 5: Teach the student how to control, through self-monitoring, self-evaluating, and self-reinforcing, the use of alternative behaviors and strategies for following directions.

Encourage the immature student to keep a record card, such as Record Card RR, of his or her success at mastering the steps for following the teacher's directions.

Once an immature student is able to accurately monitor both the teacher's directions and his or her ability to follow those directions, the student can be taught to both self-evaluate the appropriateness of his or her responses ("Did I use the five steps the teacher taught me to follow his directions?") and self-reinforce these responses ("It was great this morning when I was able to follow Mr. Moore's directions on how to set up the printer by doing the first four steps - listen, restate, clarify, and try. I didn't have to use step five - that is, ask him for any more assistance").

Student Won't

If the student has the skills necessary to follow directions, but chooses not to, the focus of intervention will be on providing motivation to the student to successfully follow directions.

Intervention 1: Provide the student and his or her peers with a clear set of school rules and expectations that everyone will follow the teacher's directions.

When an immature student has the necessary prerequisite skills and strategies to follow teacher directions, but chooses not to use these skills, the teacher and other school personnel must establish clear expectations and positive consequences (praise, attention, privileges) for following directions and negative consequences (teacher disapproval or loss of privileges) for failure to follow directions.

Intervention 2: Use the model teaching strategies (identify, model, practice, reinforce, and self-control) to review for the student expected behaviors and strategies for following teacher directions.

If an immature student chooses to continue to not follow the teacher's directions, he or she should be retaught how to identify the alternative skills and strategies for assertively following directions. In addition, the student should: observe peer models following directions, practice following directions in role play and real life settings, be reinforced by the teacher for following directions, and learn to self-monitor, self-evaluate, and self-reinforce successful instances of following teacher directions.

Record Card RR

Teacher's Directions	My response
	☐ Listened ☐ Restated Directions ☐ Asked for clarification ☐ Asked for assistance

Student: Aggressive Behaviors

An aggressive student often responds with verbal or physical aggression rather than compliance when given directions.

Environmental Assessment

Determine if there are obstacles in the environment that prevent the student from following teacher directions. For example, does the teacher have realistic expectations when giving directions to students? Does the teacher give clear and concise directions when placing academic and social behavior expectations and demands on students? Does the teacher provide positive consequences for following directions and negative consequences for not following directions in the classroom or other school settings?

It is important to determine whether classroom environmental factors contribute to either the aggressive student's failure to follow directions or his or her aggressive responses when given directions. For example, if the teacher does not provide clear directions and appropriate consequences for following directions, the student may be reacting aggressively to these directions because he or she does not know what the teacher wants. The teacher might overcome these obstacles by initiating compliance training with students where they practice following a series of teacher commands and are reinforced by the teacher for successfully completing the series of behaviors.

Compliance training is often used with younger children to teach them how to listen to teacher commands and directions and then respond accordingly. For example, the teacher might give the aggressive student six simple commands for getting ready to do an academic assignment (take out your pencil, take out your book, take out two pieces of papers, turn to page 73, read the directions, and answer every other question) and socially reinforce the student for successfully complying with the chain of behaviors.

After determining if environmental obstacles prevent the student from following directions, determine if the student is either not **able** to follow directions or **chooses** not to follow directions.

Interventions

Student Can't

If the student is not able to follow directions because he or she lacks the prerequisite skills and/or strategies, the focus of intervention will be on teaching the student strategies for following directions.

Intervention 1: Teach the student to identify alternative behaviors and strategies to use to follow teacher directions. Alternative responses to use when given academic and social behavioral directions in the classroom include:

1. listening carefully to the directions;
2. restating the directions either out loud or to oneself;
3. clarifying the directions, if necessary;
4. attempting to follow the directions, and
5. asking for teacher assistance, if necessary.

An aggressive student commonly responds to teacher directions with verbal or physical aggression rather than compliance. The student should be taught a series of nonaggressive alternative behaviors when presented with teacher directions. For example, the aggressive student might be taught how to calmly listen to the teacher's directions, restate the directions to show the teacher that he or she understands what is expected, ask for clarification if the directions are not clear, attempt to follow the teacher's directions, and ask for assistance if he or she is still not successful in following the directions.

Intervention 2: Provide models, either through teacher demonstration or with small groups of selected peers, of alternative behaviors to use to follow teacher directions. Provide opportunities for the student to observe the teacher and/or peers follow directions in simulated role play situations. In addition, when instances occur in the classroom where peers successfully use these alternative behaviors in order to follow directions, emphasis these behaviors to the student.

In order for an aggressive student to learn alternative nonaggressive ways to follow directions, he or she must have the opportunity to see others successfully following directions. Provide the student with models in simulated small group training sessions who successfully follow teacher directions without responding aggressively. For example, the teacher and several students might model compliance training where students demonstrate how to follow increasingly complex chains of commands. In order to enhance the modeling effect, choose peer models who have high status for the student, provide clear and concise examples of peers following directions, and socially reinforce the peers when they successfully demonstrate how to follow directions.

Intervention 3: Provide the student with the opportunity to practice alternative strategies for following directions in nonthreatening role play and real life situations. Socially reinforce the student for demonstrating behaviors and strategies for following directions.

Once an aggressive student has had the opportunity to observe peer models demonstrate alternative strategies for successfully following directions in both simulated and real life

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▼

situations, provide the student with the opportunity to practice these alternative nonaggressive behaviors and strategies in small group role play and real life settings. Again, it is important that the aggressive student is socially reinforced when he or she successfully follows teacher directions.

Intervention 4: Directly socially reinforce the student for following directions.

Provide social reinforcement to the aggressive student when he or she spontaneously follows directions ("Joanne, thanks for starting your math lesson without getting mad when I asked you to. You're getting pretty good at following directions. How about trying these directions - put your math book, your pencil, your ruler, and your math work in your desk, stand up, walk to the computer, take out the Star Search game disk, and play the game for the next 15 minutes?").

Intervention 5: Teach the student how to control, through self-monitoring, self-evaluating, and self-reinforcing, the use of alternative behaviors and strategies for following directions.

Have the aggressive student keep a record of teacher directions and how successful he or she was in following these directions. The record card might look like this:

Record Card SS

What did the teacher ask me to do?	Could/did I do it?
1.	Yes/No
2.	Yes/No
3.	Yes/No

Once an aggressive student is successfully monitoring whether or not he or she follows the teacher's directions, the student can be taught to both self-evaluate the appropriateness of the alternative behaviors and strategies he or she uses to follow directions ("The teacher asked me to open my desk, take out my math book, a pencil, my ruler, and two pieces of paper, turn to page 83, and answer the even questions. I asked her how many pieces of paper and which page to turn to. I started work and then asked her which questions we were supposed to do.") and self-reinforce the use of these alternative strategies ("It's hard to remember all of the things the teacher tells us to do, but it's easier when I calmly ask her if I'm not sure what to do next".).

Student Won't

If the student has the skills necessary to follow directions, but chooses not to, the focus of intervention will be on providing motivation to the student to successfully follow directions.

Intervention 1: Provide the student and his or her peers with a clear set of school rules and expectations that everyone will follow the teacher's directions.

When an aggressive student has the necessary prerequisite skills and strategies to follow directions, but chooses not to use these skills, the teacher and other school personnel must establish clear, consistent, and immediate consequences for following and not following directions. Positive consequences should occur when the student follows directions; the quick and predictable loss of privileges should occur when the student responds aggressively to teacher directions ("Because you got mad and shouted when I told you to stop the game, Lucy, you'll have to wait until tomorrow for a chance to be hall monitor.").

Intervention 2: Use the model teaching strategies (identify, model, practice, reinforce, and self-control) to review for the student the expected behaviors and strategies for following teacher directions.

If the student chooses to continue to respond aggressively to teacher directions, he or she should be retaught how to appropriately follow directions. This means that the student will be: identifying the alternative responses to use in following directions (listening to the directions, restating the directions, asking for clarification of the directions, attempting to follow the directions, and asking for teacher assistance if necessary); having the opportunity to view models demonstrating these behaviors; practicing these behaviors; receiving reinforcement from the teacher for these behaviors; and learning to self-monitor, self-evaluate, and self-reinforce following directions appropriately.

Appendix ZZ

Social Skills Baseline Form

Social Skills Baseline Form

Student or Group

Social Skill

Teacher Name(s)

Baseline	Lesson & Application	Self Control	Post Baseline

Describe Assessment:

Products Referenced in *A Collaborative Approach to Teaching Social Skills*

A number of products were mentioned in this guide as supporting the implementation of ***A Collaborative Approach to Teaching Social Skills***. A brief description of those products follow. For more information, contact the distributor, **Exceptional Innovations**, at P.O. Box 6085, Ann Arbor, MI 48106, (419)536-8560.

Teaching Social Skills: A Practical Instructional Approach. Robert Rutherford, Jr., Jane Chipman, Samuel DiGangi, and Kathryn Anderson. The ***Teaching Social Skills*** program moves beyond a cookbook approach to remediation of students' social skill deficits. The program requires no major changes in curriculum and is easily infused into daily routines. Included in the manual and accompanying PC software (optional) are all of the basic instructional strategies needed for applying the approach to your own students.

Strategies for Teacher Collaboration. Loviah Aldinger, Cynthia Warger, and Paul Eavy. This is a practical training manual which assists you in working collaboratively with educators to solve difficult classroom problems. Problem solving and interpersonal skills are covered. Intended for teachers who are co-teaching or serving as peer coaches, special education teachers who are serving in collaborative roles, specialists assisting with classroom dilemmas, and consultants wishing to enhance their skills, ***Strategies for Teacher Collaboration*** is a complete staff development program. Overheads and activity masters are included. Another resource is the ***Consultant Diagnostician*** software (IBM or Apple IIe series), that analyzes and helps you diffuse typical interpersonal problems that arise in collaborative partnerships.

Instructional Solutions. Cynthia Warger, Loviah Aldinger, & Paul Eavy. A practical, easy-to-use tool providing intervention solutions for students with learning and behavioral problems. This software package (IBM and Apple IIe) contains a comprehensive database of thousands of applied and research-based classroom strategies, sorted according to student characteristics, instructional context, and interfering problem or learning characteristic. Use it when making decisions about instruction and discipline. An excellent support tool for collaborating educators, ***Instructional Solutions*** covers seven different instructional areas: general instruction planner, discipline planner, early childhood planner, gifted student planner, cooperative learning planner, reading planner, and writing process planner. A manual is included that describes how the package can support collaborative practices in schools.